

**Developing Moodle E-learning Media to Teach Descriptive
Text Writing**

(A Study at X Grade of SMK NU Ma'arif 01 Semarang
in the Academic year of 2018/ 2019)

Thesis

Submitted in Partial Fulfillment of the Requirement
for Degree of Bachelor of Education in English Education



By

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RATIFICATION

Thesis with the following identity:

Title : DEVELOPING MOODLE E-LEARNING MEDIA TO TEACH
DESCRIPTIVE TEXT WRITING (A Study at X Grade of SMK NU
Ma'arif 01 Semarang in the Academic Year of 2018/2019)

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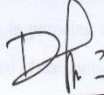
Title : **DEVELOPING MOODLE E-LEARNING
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Name of Students : **Layla Fatimatutz Zahroh**
Student Number : 1403046008
Department : English Department
Field of Study : English Education

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Wassalamualaikum wr. wb

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Wassalamualaikum wr. wb

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ABSTRACT

Title : Developing Moodle E-learning Media to Teach Descriptive Text Writing (A Study at X Grade of SMK NU Ma'arif 01 Semarang in the Academic Year of 2018/2019)
Writer : Layla Fatimatutz Zahroh
Student's Number : 1403046008

This research was conducted on the basis of researcher's observation that every student and teachers had facilities for using e-learning system, but they couldn't use it effectively. The aims of this research were 1) to explain the extend to which the product development needed to teach writing of descriptive text; 2) to explain how the media potentially developed through moodle e-learning media to teach descriptive text writing; 3) to explain the effectiveness of moodle e-learning media to teach descriptive text writing. The subject of this research was students at tenth grade of SMK NU Ma'arif 01 Semarang. The research involved 47 students. 22 students were in the control class and 25 students were in the experimental class. The data were collected through pre-test and post-test. The result of this research described as follow: 1) the extent needed of developing moodle e-learning media is as follow: a) the students' need analysis mentioned in the rate 96%, that students agreed toward Moodle e-learning media because it was very helpful. b) the total of validation result from expert validation 1 and 2 was 79.1% which indicates valid enough to be implemented in English learning process with little revision 2) The researcher developed moodle e-learning media was done by using seven steps research based design adapted by Borg and Gall, with the following procedures: need analysis, planning, developing preliminary moodle e-learning media, preliminary field testing of moodle e-learning media, moodle e-learning revision, main field testing of moodle e-learning media, revision of product. 3) the effectiveness of product supported by the results of students posttest that obtained 76.04. Based on those findings, this moodle is valid to be implemented in English learning process.

Keyword: *moodle, e-learning, media, writing, descriptive text, development.*

MOTTO

يَا مَعْشَرَ الْجِنِّ وَالْإِنسِ إِنِ اسْتَطَعْتُمْ أَنْ تَنْفُذُوا مِنْ أَقْطَارِ السَّمَاوَاتِ وَالْأَرْضِ فَانْفُذُوا لَا تَنْفُذُونَ إِلَّا بِسُلْطَانٍ

33. O company of jinn and mankind, if you are able to pass beyond the regions of the heavens and the earth, then pass. You will not pass except by authority [from Allah].(Ar- Rahman:33)

DEDICATION

In the name of Allah the Beneficent and the Merciful, this final project is dedicated to:

1. My beloved mother and father (Mrs. Rif'atun and Mr. M. Sholeh) who always support me emotionally and materially with pray, guide, and patience. Thanks for the effort and contribution in making my education success and run well.
2. My beloved young sisters and young brothers in law (Ayuna Vela Shofa, Roriqoh Inayati, Moh. Rizki Alfiyan, and Muhammad Burhanuddin) who always give me guidance and support me for reaching my dreams.

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Last but not least, those who cannot be mentioned one by one have supported, gave motivation and pray to the researcher to finish this thesis is still far from perfectness. The writer needs many suggestions from readers to complete this thesis to be perfect. The writer hopes this thesis will be helpful for the readers and another researcher. Amen.

Semarang, 18 December 2018

The Writer,

Layla Fatimatutz Zahroh

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CHAPTER I

INTRODUCTION

A. Research Background

E-learning is as instruction delivered on a digital device (such as a desktop computer, laptop computer, tablet, or smart phone) that is intended to support learning.¹

E-learning is formally defined as electronically mediated asynchronous and synchronous communication for the purpose of constructing and confirming knowledge. The technological foundation of e-learning is the internet and associated communication technologies.²

E-learning refers to the use of ICTs (Information and Communication Technologies) to enhance and support teaching and learning processes. It is the instructional content or learning experiences delivered or enabled by electronic technologies and it incorporates a wide variety of learning strategies and technologies.³

Nowadays, technology has been widely used in instruction. The technology application are audio, video recording, camera, projector, and other software programs can be used to support

¹John Wiley and Sons, *E-learning and the Science of Instruction*, (Canada: Simultaneously, 2011), p. 8

²D. Randy Garrison, *A Framework for Research and Practice*, Second Edition, (New York: Madison Avenue, 2011), p.2

³A.S. Sife, et all, *New Technologies for Teaching and Learning: Challenges for Higher Learning Institutions in Developing Countries(International Journal of Education and Development Using ICT> Vol.3, No.2, 2007)*, (Tanzania, Sokoine University of Agriculture, 2007).

instructional activities. It is highly beneficial for teachers not only to help their teaching easier but also to vary the activities to be more interesting.⁴ Teacher need a support environment to make sure regular interaction between individuals, or interaction between teachers-learners are qualified, environmental support needed can be provided through the integration of technology in the form of learning platform.⁵

Educational technology is the application of scientific knowledge and skills about learning to improve the effectiveness and efficiency of the teaching-learning process. Educational technology consist of all modern methods, media and materials used for effective as well as efficient learning.⁶ Teachers can create a personalized course by designing a new adaptive course format.⁷ E-learning involves the use of digital tools for teaching and learning. It makes use of technological tools to enable learners study anytime and anywhere.⁸The

⁴Lulut Widyaningrum, *The Support to Development of Islamic Higher Education Project 2015*, (Semarang: CV. Karya Abadi Jaya, 2015). p. 14

⁵ Wenty Dwi Yuniarti, Utilizing Learning Platform for Paperless Classroom, *Journal Vision*, ISSN: 2252-8385(p) 2541-4339 (e), vol. 3, No. 2 (2014).

⁶Jagannath Mohanty, *Educational Technology*, (New Delhi; Deep and Deep Publications PVT. LTD, 2005), p. 106

⁷Carla Limongalli, et al, *Personalized E-learning in Moodle: The Moodle_LS System*, (Roma, 2011), p.55

⁸ValentinaArkorful and Nelly Abaidoo, *The Role of E-learning, the Advantages of its Adoption in Higher Education*, (*International Journal of Education and Research Vol. 2 No. 12 December 2014*).p. 403

internet has vastly changed the way you can access information.⁹

Moodle (Modular Object-Oriented Dynamic Learning Environment) is an open source course management system, originally developed by Martin Dougiamas. With Moodle, you can create learning spaces called “courses”. Each course has its own set of resources and activities, called “modules” in Moodle, and can be customised in terms of organisation and appearance. You can password-protect courses so that only enrolled students or Students can upload assignment for teachers to mark. Teachers get an automatic alert when a new assignment arrives. All marks can be stored in the Moodle.¹⁰

Writing is one of four language skills students should encourage to master. Other three language skills are speaking, reading and listening. Speaking and writing involve language production and are therefore often referred to as productive skills. Listening and reading, on the other hand, involve

⁹Shelley O’Hara, *Improving Your Study Skills*, (Canada: Wiley Publishing, 2006). p. 119

¹⁰Jeff Standford, *English Teaching Professional*, (UK: 2008), P. 60

receiving messages and are therefore often referred to as respective skills.¹¹

Writing is one of the skills in English language. Allah SWT also said that in holy Koran in surah Al- 'alaq verse 3-5

أَفَرَأَىٰ وَرُبَّكَ الْكَرُمِ ۝ ٣ الَّذِي عَلَّمَ بِالْقَلَمِ ۝ ٤ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ۝

3. Read! Your Lord is the Most Beautiful

4. Who taught by the pen

5. Taught man what he did not know¹²

The verse told us that the pen was a medium to write. By the pen as a medium, we had opportunity to develop, expand and become means of transmission of knowledge from one generation to the next generation and make future progress. In education aspect, medium is an important tool to convey the material in teaching and learning process in order to make the students master the material easily.

Writing skill had to be given more attention, because writing is the most difficult than other skills. When someone wants to speak, he may ignore the grammar rules, whereas, when he wants to write, he must pay attention to the grammar

¹¹ Jeremy Harmer, *The Practice of English Language Teaching*, (New York: Longman Group, Ltd, 2004, P. 17

¹²Mahmud Y. Zayid, *The Qur'an: An English Translation of the Meaning of the Qur'an*, (Lebanon: Dar al Chaura, 1980), p. 457

rules, the organization, the diction, the mechanics, etc.¹³

The writer interested to do research in SMK NU Ma'arif 01 Semarang, Because the researcher found a problem faced by students at SMK NU Ma'arif 01 Semarang, where students were still confusing of writing descriptive text. Some students got good score but some students got unsatisfying score. They got under the minimum passing score. So, it became a problem that important to be solved.

Teacher must be creative to explore and to develop the use of technology as a learning media in order to the students is not feel boring with it. The various learning technology could make students' motivation and make them active during the lesson. With the development of technology, learning process can be presented more attractively by bringing together elements of audio, video, picture, and others, so students were more interested in learning and studying in the classroom.

There are facilities for the students and teachers especially in using e-learning system, but the students and the teachers did not use it

¹³ Adrian Wallwork, *English For Writing Research Papers*, (New York: Springer Science+Business Media, LLC, 2011), P.3

effectively. To do e- learning system we can use smartphone, laptop and computer. Every student has smartphone but they couldn't use it well, smartphone used to something that disadvantages. There is hot spot area in SMK NU Ma'arif 01 Semarang but it did not use well in teaching and learning proses. As we know that internet had many benefits such applications as e-mail, instant messaging, audio and video streaming, Web browsing, and e-commerce and others. But the teachers only asked students to search for the material in the internet and then printed out to discuss together in the class.

Another reason of choosing the school was caused the teacher of English subject used explaining method, repeating words or sentences, translate the words or sentences, and then answer the question. The method make the students did not enjoy the teaching and learning process. So they did not understand the material and they did not get the minimum score when they did the test.

Based on the problem above, the writer try to use moodle e-learning as a media for learning or teaching writing, especially descriptive text by using a management sytem to solve those problems. It was choosen by aplying Moodle e- learning to teach

descriptive text writing in SMK NU Ma'arif 01 Semarang for tenth grade.

B. Research Questions

1. To which extend is the product development needed to teach writing of descriptive text?
2. How is the media potentially developed through moodle e-learning media to teach descriptive text writing for the tenth grade of SMK NU Ma'arif 01 Semarang in the academic year of 2018/ 2019?
3. How is the effectiveness of moodle e-learning media to teach descriptive text writing for the tenth grade of SMK NU Ma'arif 01 Semarang in the academic year of 2018/ 2019?

C. Objective of Study

1. To explain the extend to which the product development is needed to teach writing of descriptive text.
2. To explain how the media potentially developed through moodle e-learning media to teach descriptive text writing for the tenth grade of SMK NU Ma'arif 01 Semarang in the academic year of 2018/ 2019
3. To explain the effectiveness of moodle e-learning media to teach descriptive text writing for the

tenth grade of SMK NU Ma'arif 01 Semarang in the academic year of 2018/ 2019

D. Research Scope

To make the research more specific and focus, this researcher is limited by considering the researcher capability. The limitation of the research can be described as follow:

1. This moodle only discusses descriptive text writing
2. This moodle only explained the core competence of descriptive text
3. This moodle will be assessed by English teacher and students' questionnaire as the suggestion.

E. Pedagogical and Significances

The result of this research is hoped will gives some positive contribution to the English learning process and benefit for teachers, students, schools and other researchers.

1. For English teachers.

The find out of this research will provide a new learning media to teach writing skill of descriptive text. This moodle is hoped can be starting step for English teachers to create a new innovation of English learning media in order to make English learning process become more active and effective.

2. For Students

Moodle e-learning can make students learn easily and joyfully. To give Students alternative learning and more interest in learning descriptive text in writing skill.

3. School

The researcher can give inspiration for increasing the teaching learning process.

4. For the other researcher

By doing this research, the researcher gets new experiences and new knowledge about the research and hopefully it can be reference for the other researcher to do the new research in the future.

F. Specification of Product

This research would develop a web of moodle e-learning with the specification as follows:

1. This Moodle version is 3.5.3
2. This Moodle site URL is <http://Layla21.com>
3. This Moodle loads descriptive material in writing skill.
4. This Moodle is designed for X grade. It is hoped that they are able to be more understand in descriptive text.
5. Moodle is designed by some activities, they are:
 - a. Forum :This is online discussion forums to discuss the learning material. Between teachers and learning

participants can discuss some topics in a forum of learning about descriptive text. Each participant can give his opinion and answer related to the topic. And teacher will conclude from each session.

- b. Uploading and sharing materials : The teacher uploads their material, assignments, and articles.
- c. Assignment : This facility is used to provide assignments to online learning students. They can access the learning material task assignment of descriptive text and collect their results by sending files. It consists of individual, pair and group work.
- d. Chat : This facility is used to conduct the chat (online chat) between teacher and students can dialogue about difficulty in descriptive text.
- e. Quiz : This facility is able to give online test. They will get score after they do their test automatically. Then the teacher just takes their score into score draft. It will very helpful to the teacher.
- f. Recording grades : Online grades are able to help the teacher to prevent posting grades with personal feedback in public places.

E-learning necessity now is fulfilled by both commercial LMS and free LMS. The example of commercial LMS are webCT, blackboard. Free LMS are Moodle, ATutor, Sakai, Dokeos, Claroline, and ILIAS.

G. Assumption of Development

This product can be called as e-learning media. E-learning media it means that in this product there is an interaction between teachers and students in forum or chat activity through online. E-learning refers to the use of information and communication technologies to enable the access to online learning or teaching resources.

Activities are presented, include of quiz and assignment within moodle-based development product. Quizzes and assignments consist of several activities which consist of images. Research investigating the effects of images on vocabulary or other textual meaning retention has indicated that image and video can be effective.

This research using Research and Development methodology based on Borg and Gall models, the step-by-step development of moodle can be implemented according to expected target in the descriptive text material being taught. However, even the moodle developed by a variety of functions, there are some materials that cannot be taught using it. The training requires a lot of physical activities, such as practicing dialogue. It is difficult to practice both in pairs and in groups.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research

Considering the topic discussed in this research, there are some researches have conducted related to this topic. They are:

1. The first thesis is written by Miftakul Nikmah (2014) entitled *“Developing Moodle- Based Interactive Online Media To Teach Narrative Reading (A Study at X Grade Students of SMA Negeri 13 Semarang in the Academic Year of 2014/2015)”*. This study is a Research based design (R & D) that adapted Borg and Gall model which is just took six steps in this research there are need analysis, planning, develop preliminary design of product, preliminary field testing, main product revision, main field testing,. The technique of collecting data includes questionnaires to the experts (material and online media experts). In this research was found that as one of favorite schools that has many achievement in academic or nonacademic, SMA N 13 Semarang did not use e-learning yet maximally in teaching learning process, while there were facilities that supporting technology- based learning process in the school. The suitable of moodle-based interactive online media was valid and suitable. It was shown as follow: the average results of material validation experts was 87.5% as valid criterion, the average result of online media validation experts was 94.4%

as valid criterion. The average result of student's questionnaire was 78.0% as very good criterion. As a support data, it was shown the final result of the student's score was 84.5. It was validated by expert that it was 94.4% as valid criterion. So, this moodle- based interactive online media is suitable to be applied in narrative reading learning process of tenth grade of senior high school.

Based on the statement above, there are some differences between this research and my own research. Her research was focused on narrative reading, while this research focus on descriptive writing. The research used Design based research that adapted by Borg and Gall just took six steps, meanwhile my own research conducted by using Design based research that adapted by Borg and Gall also, but my own research used the step until seven.

In addition, both of them used moodle a the media online to teach the students, the research moodle is design by some activities, they are forum, assignment, chat, and quiz, while this research is added by uploading and sharing materials and regarding grades.¹⁴

2. The second Thesis is written by Ratna Endah Heraningrum (123411090) entitled "*Developing Adobe Flash-Based*

¹⁴MiftakulNikmah (103411027), *Developing Moodle-Based Interactive Online Media to Teach Narrative Reading (A Study at X Grade Students of SMA Negeri 13 Semarang in the Academic Year of 2014/2015)*. Thesis.(Semarang: Bachelor Program of English Language Education of Tarbiyah Faculty of State Islamic University. 2014).

Interactive Learning Multimedia to Teach Narrative Text in Junior High School) (A Study at VII Grade Students of SMP Negeri 1 Brati Grobogan in the Academic Year 2015/2016) ” this Study is a Design based research (R & D) that adapted Borg and Gall model which is just took six steps in this research. The technique of collecting data includes qualitative and quantitative data. Qualitative data and quantitative results were obtained from questionnaire validation experts, using the documentation data that help the researcher run the result, and used the instrument to collect the data. The object of the study was the grade VIII G and VIII H. Based on her finding, she resumed that SMP Negeri 1 Brati did not use learning medium maximally in teaching learning process, while there were facilities that supported technology-based learning process in the school. she also conclude that Adobe Flash-based interactive learning multimedia was valid and suitable to be applied in teaching narrative texts of the eighth grade students in SMP Negeri 1 Brati Grobogan.

The result of Adobe Flash-based interactive learning multimedia was valid and suitable used in teaching narrative text in SMP Negeri 1 Brati. It wa shown as follow: a). The average result of validation of material expert was 83.3 %, b). The average result of validation of three media expert was 93.45%, c). The average result of students questionnaire was 86.25%, d). As supporting data, it was shown in

students' scores. The average of students exercise score was 86.5 and the average score of final test was 76.9%. The average score both of them was 81.7 and it was validated by test expert (English teacher) increased 88.9%.

Based on the explanation above it can be concluded that Adobe Flash- Based interactive learning multimedia was valid and suitable to be applied in teaching narrative text of the eight grade students in SMP Negeri 1 Brati Grobogan.

According to this previous research, there are some differences between it and my own research. The first is the media of the research. She conducted Adobe Flash- based interactive learning multimedia, whereas this research conducted moodle e-learning. The second is the object of the research. Her research at eight grade students of SMP Negeri 1 Brati Grobogan, meanwhile my own research at tenth grade students of SMK NU Ma'arif 01 Semarang. And then her research consider in narrative text as the material, but the previous ones used descriptive text writing.

The similarity was found in this research and my own research is that both of them are using Design based research (Design based research) that adapted by Borg and Gall.¹⁵

¹⁵Ratna EndahHeraningrum (123411090), *Developing Adobe Flash-Based Interactive Learning Multimedia to Teach Narrative Texts in Junior High School (A Study at VIII Grade Students of SMP Negeri 1 Brati Grobogan in the Academic Year 2015/2016)*. Thesis.(Semarang: Bachelor

3. The third thesis is written by Ginanjar Dwi Basuki (11105241019) entitled “*Pengembangan E-learning Berbasis Moodle Pembelajaran Ilmu Pengetahuan Alam “ Bagi siswa kelas kelas V SD*”. In this study, the research used Design based research method (R & D) that adapted Borg and Gall model. This development research aims to produce e-learning Moodle based-sciences for fifth grade students at state Elementary school Kotagede 1. The steps are: research and information gathering, planning, research, product development early, initial field tests involving four students, the revision of the results of the initial field test, field test a wider involving 8 students, a revision field tests, feasibility tests involving 26 students, revision worthiness results, dissemination and implementation of the subject in the research trials were fifth grade students of State Elementary School Kotagede 1. Data were collected through questionnaires and observations while testing, then the data were analyzed with descriptive quantitative analysis techniques. The results showed that in terms of aspects of learning, material, display, and programming aspects, the quality of Moodle-based e-learning developed very well categorized with a percentage of 87.6%. Thus, the implementation of the field test results can be concluded that the Moodle-based e-learning Science for Elementary School

fifth grade students, with the material "simple plane" is already fit for use by elementary school students Kotagede I as one of the sources learn either individually or in groups.

According this previous research, there is similarity between it and my own research. Both her research and this research used Design based research (Design based research) design by Borg and Gall as a research method.

In contrary there are some differences between his research and this research. The first is the object of the research of Elementary school Kotagede 1, whereas this research conducted at tenth grade of SMK NU Ma'arif 01 Semarang. The second differences is the research focus, the research by Ginanjar Dwi Basuki focus on Science, while this research focus on English especially in writing descriptive text.

Based on the previous research above, it can be concluded that science based moodle e-learning is already used for Elementary school as one of the learning source to facilitate students' understanding of topic discussed.¹⁶

4. The fourth journal is written by Linda Ayu Lutfiyana, entitled "*Pengembangan Konten Media Pembelajaran E-learning Berbasis Learnboost pada Mata Pelajaran Pemrograman Dasar di SMK Negeri 3 Jombang*" this study

¹⁶Ginanjar Dwi Basuki (11105241019), *Pengembangan E-learning Berbasis Moodle Pembelajaran Ilmu Pengetahuan Alam (IPA) Bagi Siswa Kelas V SD Negeri Kotagede 1*, Thesis, (Yogyakarta, Bachelor Program of Education Faculty of Yogyakarta State University, 2015).

is a Research Development method (R & D) as a method which restricted at stages of product trials. This research design used Posstest - Only Control Group Design, so that the treatment using e-learning media content based on learnboost only performed in one class at State Vocational High School 3 of Jombang, that is TKJ B X class. The result of the research showed that : (1) e-learning media content based on learnboost are PDF , PPT (Power Point) and Video (Video Animation), (2) the result showed that learning outcomes of students X TKJ B class are better than learning outcomes of X TKJ A Class with an average of X TKJ B class 82.94 and X TKJ A class 75.00, (3) the advisability media obtained from the questionnaire validation and students responses with result 90.59 that are include in the range 81 % -100 % that is very good. The difference of the previous research with the research, they developed different product on material teaching.

The research aimed to determine the differences between students that used the e-learning content based on learnboost. The researcher stated that the result of the students that used e-learning media content based on learnboost are better than the students didn't use that media.

Based on the statement above, there are some differences between her research and my own research. The research used learn boost as the media, meanwhile my own research used moodle e-learning as the media. The research

used e-learning in basic programming subject, whereas this research used e-learning in English subject.

According to this previous research, there are some similarities between it and my own research. Both her research and this research used descriptive qualitative and quantitative data to data collection technique and then the research and this research did in tenth grade of Vocational High School.¹⁷

5. The fifth thesis is written by Wulan Dyah Puspitasari entitled “Pengembangan Media E-Learning dengan Moodle sebagai Suplemen Pembelajaran Fisika pada Konsep Usaha dan Energi” in this research, the researcher used Design based research method (Design based research) that adapted Borg and Gall model with 7 steps. This research was conducted in UIN Raden Intan Lampung with 45 respondents from 3 schools in Bandar Lampung, they are: SMAN 13 Bandar Lampung, SMA Al- Azhar 3 Bandar Lampung, dan SMA Perintis 2 Bandar Lampung. The data collection instruments used questionnaire with Likert scale. The feasibility testing by material experts, media experts, technology experts and teacher experts. The data were analyzed with descriptive qualitative and descriptive

¹⁷ Linda Ayu Lutfiana, Pengembangan Konten Media Pembelajaran E-learning Berbasis Learnboost Pada Mata Pelajaran Pemrograman Dasar di SMK Negeri 3 Jombang, on the subject of Pemrograman Dasar, *Journal (Jombang: Technic Faculty, Surabaya State University, Jurnal IT-Edu Volume 01 Nomor 01 Tahun 2016, 91-95).*

analysis statistically. This study aims to determine the feasibility of the media, and to know the students' response toward e-learning media with moodle as the supplement to physics learning on the concept of effort and energy.

The result of expert validation was 77%. And the result of students' response through small scale trials and field trials was 83.5% as very good criteria, it means the media made the students' more interested to learn effort and energy material easily and can be accessed everywhere and everytime while connected to the internet network.

Based on the statement above, there are similarity between this research and my own research. Both her research and this research used design based research (Design based research) adapted by Borg and Gall and took until 7 steps. And both of them was used descriptive qualitative and quantitative data as the data collection technique.

In contrary there are differences between her research and this research. The first is the object of the research in SMK NU Ma'arif 01 Semarang at X grade. Whereas her research conducted at 3 schools in Bandar Lampung, they are: SMAN 13 Bandar Lampung, SMA Al- Azhar 3 Bandar Lampung, dan SMA Perintis 2 Bandar Lampung

Based on the the previous research above, we can conclude that e-learning media with moodle suitable to be used as the supplement of learning physic.¹⁸

B. Review of Related Literature

1. General Concept of Moodle

The word moodle is an acronym for Modular Object-Oriented Dynamic Learning Environment. Moodle is a license free open-source software platform. The system which involved with e-learning also called it as Learning Management System (LMS) or Virtual Learning Environment (VLE). Moodle presents a wonderful platform for resources and communication tools. It was created by Martin Dougiamas.¹⁹

According to Machado and Tao (2007), who conclude that “the Moodle learning management system is the more powerful and effective learning management system than the blackboard learning management system. Nowadays the new and emerging learning management system alternatives, facilitated by further technological advances, for example The Language Cloud, social network substitutes such as

¹⁸ Wulan Dyah Puspitasari, *Pengembangan Media E-Learning dengan Moodle sebagai Suplemen Pembelajaran Fisika pada Konsep Usaha dan Energi*, Thesis, (Lampung: Bachelor Program of Physic Education of Tarbiyah Faculty of Raden Intan State Islamic University, 2018)

¹⁹Shivangi Saraswat, *Customization and Implementation of LMS Moodle*, (Sobhasaria Group of Institute, Sikar , Rajasthan, India, 2014). p.2

Edmodo, Twitter and Facebook, or web-based approaches using Edublogs or Google sites. Moodle focuses on giving educators the best tools to manage and promote learning and allows teachers to organize, manage and deliver course materials.²⁰

Moodle is web-based application that provides online learning service. Moodle could be a Course Management System (CMS) or online learning system (OLS), a code package designed to assist educators to make quality online courses. Moodle can access by internet because it is net based mostly and not ought to install anything domestically.

Moodle is one of learning technology communication software that is used in learning process involves teachers and students interacting. Moodle can be accessed through the internet network.

2. General Concept of E-learning

a. The Definition of E-learning

E-learning platforms are specific web-based applications, also called learning management systems or virtual learning environments, which educators can use as tools for designing and creating on-line courses, and

²⁰Shulamit Kotzer¹, Yossi Elran², *Learning and teaching with Moodle-based E-learning environments, combining learning skills and content in the fields of Math and Science & Technology*, (Davidson Institute of Science Education, Weizmann Institute of Science, Rehovot, Israel, 2012).p.123

students as dynamic websites for learning and collaborating with other students, without time and space constraints of traditional face to face learning.²¹ E-learning is an internet application that can connect between educators and learners in an online learning space.²² Many different terms are used to describe e-learning, such as distance learning, internet learning or on-line learning, where teaching and learning process occur on computers connected to the internet.²³

The effectiveness of e-learning systems has been an important subject of research in the last few decades. The opinions on the effectiveness of e-learning are many and very different. There are also many factors that influence the effectiveness of e-learning, with some being connected with technology or technique and others with people.²⁴ The

²¹ Abdelaziz Bouroumi and Rkia Fajr, *Collaborative and Cooperative E-learning in Higher Education in Morocco: A Case Study*, (Hassan II Mohammedia-Casablanca University, Casablanca, Morocco, iJET – Volume 9, Issue 12 2014).p. 67

²² Deni Darmawan, *Pengembangan E-learning Teori dan Desain*, (Bandung, PT. Remaja Rosdakarya, 2016).p. 10

²³ Lan Umek, et al, *Analysis of Selected Aspects of Students' Performance and Satisfaction in a Moodle- Based E-learning System Environment*, (Eurasia Journal of Mathematics, Science & Technology Education, 2015, **11**(6)),p. 1496

²⁴ Lan Umek, et al, *Moodle E-learning System and Students' performance in Higher Education : The Case of Public Administration Programmes*, (University of Ljubljana, Faculty of Administration, International Conference e-Learning 2015).p. 98

students in 21st century are required fluently to use of technology.²⁵

Technological materials and methods useful in the teaching learning process range from chalk boards to television sets. Technology of education involves books and black boards, paper and pencils, models and maps, charts and globes, tapes and slides, radios and televisions, projectors and computers. It comprises both “hardware” and “software” and both audio and visual materials. It also includes decisions about the educational objectives to be achieved and decisions about the size of the learning group, the learning sequence, teaching methods and selection of media.²⁶

E-learning is at a distance that uses computers technology (usually the internet). In addition it is said that e-learning enables employee to learn at their work computers without traveling to a classroom. E-learning can be a scheduled session with an instructor and other students, or it can be an on-demand course that the employee can take for self-directed learning at a time when it is convenient.²⁷ The

²⁵Lynne Schrum, *Teknologi Pendidikan Bagi Para Pemimpin Sekolah*, (Jakarta, PT Indeks, 2013).p. 141

²⁶ Jagannath Mohanty, *Educational Technology*, (New Delhi; Deep and Deep Publications PVT. LTD, 2005), P. 13

²⁷ Allan J Henderson, *The E-Learning Question and Answer Book: A Survival Guide for Trainers and Business Managers*, (New York: Amacom, 2003), p.2

e-Learning is one of those evolutions, and is almost completely assimilated into the educational environments.²⁸

Nowadays the development in information and communication technology has brought significant changes in various areas, including in the field of education. One of the technology information that can support the learning process in schools is based technologies (e-learning).

E-learning is learning at school-based application online and digital learning materials inside the duties and the existence of a direct interaction between teachers and students. Learning media development is affected by technological development and the role of life.

b. E-learning Components

E-learning has two main components, namely activities and resources. The activities include assignment, chat, choice, Database, External Tool, Forum, Glossary, Hotpot, lesson, Quiz, SCORM Package, Survey, Wiki, and Workshop. The resource includes book, file, folder, IMS content package, label, page, and URL.²⁹

²⁸Rahul Shrivastava, et. al, *Designing and Developing e-Learning Solution: Study on Moodle 2.0*, *International Journal of Machine Learning and Computing*, Vol. 3, No. 3, June 2013), p.305

²⁹Nagwa A. Soliman, *Using E-learning to Develop EFL students' Language Skills and Activate Their Independent Learning*, (English Department, The British University in Egypt, Cairo, Egypt, 2014),p. 753-755

The e-learning activities could be used to enhance students' language proficiency and independent learning as will be explained. They are:

Chat: The chat activity module enables participants to have text-based, real-time synchronous discussions. These discussions develop students' fluency and are a springboard for exchanging ideas and experiences. Thus, students' independent learning develops as they are engaged in acquiring information from others without the help or intrusion of instructors.

Choice: The choice activity module enables a teacher to ask a single question and offer a selection of possible responses. It is useful when teachers want to stimulate students' thinking via a poll or would like to test their understanding. This again allows them to use the language and to be exposed to their peers' views through votes. Independent learning here is acquired through students' accessing these polls and being able to analyse their results outside class whenever it is convenient and at their own pace.

Database: The database activity module enables participants to create, maintain and search a collection of entries (*i.e.* records). The structure of the entries is defined by the teacher as a number of fields. Field types include checkbox, radio buttons, dropdown menu, text area, URL, picture and uploaded file. Students could gain information

via different means that could tailor for different learning styles. By reading text their vocabulary and grammar improves and while listening to audio material their pronunciation develops. The database material could be accessed at any time according to the students' preferences which encourages independent learning.

External Tool: The external tool activity module enables students to interact with learning resources and activities on other web sites. For example, an external tool could provide access to a new activity type or learning materials from a publisher. This interaction has a positive effect on students' language skills as it makes them read the available resources independently.

Forum: The forum activity module enables participants to have asynchronous discussions *i.e.* discussions that take place over an extended period of time. The Forum effect is similar to the Chat in its allowing students to share and exchange their ideas and experiences independently, with or without their instructor's participation. Moreover, E-learning Forums and Chats develop students' personal identity (Bing Wu, 2012) as they become familiar with their own identity and the personality of others.

Glossary: The glossary activity module enables participants to create and maintain a list of definitions, like a dictionary, or to collect and organize resources or information. Students can compile new vocabulary which

could be shared with others; this could eventually lead to building up the students' vocabulary. They could brainstorm ideas for a project or class essay and become exposed to their classmates' ideas which stimulate interest in the topic that is discussed. This glossary could encourage students to work independently on enlarging it with all the new vocabulary and definitions that they learn throughout and after their university stage.

Hotpot: The HotPot activity allows teachers to distribute interactive learning materials to their students via Moodle and view reports on the students' responses and results. The e-learning exercise may be a static web page or an interactive web page which offers students text, audio and visual prompts and records their responses. This motivates independent learning as students get to attempt the exercises and get instant feedback. The prompts push them to use the language as they read, watch and listen. Teachers could ask students to write after going through the text, audio and visual prompts. Thus they practise the four language skills which improve their proficiency and simultaneously, motivates their independent learning.

Lesson: The lesson activity enables a teacher to deliver content and/or practice activities in interesting and flexible ways, such as, multiple choice, matching and short answer questions. The activity could be done by students independently and it will test their understanding of the

content. Depending on the students' choice of answer and how the teacher develops the lesson, students may progress to the next page, be taken back to a previous page or be redirected down a different path entirely and this solidifies independent learning.

Quiz: The quiz activity enables a teacher to create quizzes comprising questions of various types, including multiple choice, matching, short-answer and numerical. The teacher can allow the quiz to be attempted multiple times, with the questions shuffled or randomly selected from the question bank. A time limit may be set and the students could access the quiz independently and learn from their mistakes if the teacher provides them with answers.

SCORM Package: A SCORM Package is a collection of files and content is usually displayed over several pages, with navigation between the pages. There are various options for displaying content in a pop-up window, with a table of contents and navigation buttons. Furthermore, content could be uploaded as a zip file and added to a course. A SCORM Package may be used for presenting multimedia content and animations as well as an assessment tool. This could be accessed by students at any time and they will be able to watch, read and listen to the content material which will improve their language skills and encourage them to work independently.

Survey: The survey activity module provides a number of verified survey instruments and these survey tools are pre-populated with questions.

Workshop: The workshop activity module enables the collection, review and peer assessment of students' work. Students can submit any digital content (files), such as word-processed documents or spreadsheets and can also type text directly into a field using the text editor. Students are given the opportunity to assess one or more of their peers' submissions. Submissions and reviewers may be anonymous if required. This helps them learn independently from their peers' errors and their submission of digital content improves their writing skills.

Wiki: The wiki activity module enables participants to add and edit a collection of web pages. A wiki can be collaborative, with everyone being able to edit it, or individual, where everyone has their own wiki which only they can edit. Participating in a wiki encourages students to read other students' writing and motivates them to write independently.

The E-learning resources could be used by students' independently at their own pace to enhance their language proficiency as they access information in different forms which tailors to their different learning styles thus becoming independently immersed in the language.

Book: The book module enables a teacher to create a multi-page resource in a book-like format, with chapters and subchapters. Books can contain media files as well as text.

File: The file module enables a teacher to provide a file as a course resource. It could be used to share presentations given in a class or to share a mini website or draft files of certain software programs as Photoshop.

Folder: The folder module enables a teacher to display a number of related files inside a single folder, reducing scrolling on the course page.

IMS content package: An IMS content package is a collection of files and there are various options for displaying content in a pop-up window, with a navigation menu or buttons. An IMS content package may be used for presenting multimedia content and animations and content could be uploaded as a zip file.

Label: The label module enables text and multimedia to be inserted into the course page in between links to other resources and activities. It could be used to split up a long list of activities with a subheading or an image, to display an embedded sound file or video directly on the course page and to add a short description to a course section.

Page: The page enables a teacher to create a web page resource using the text editor. A page can display text, images, sound, video, web links and embedded code, such as Google maps. The page could be used to present the terms

and conditions of a course or a summary of the course syllabus and to embed several videos or sound files together with some explanatory text.

URL: The URL module enables a teacher to provide a web link as a course resource. Anything that is freely available online, such as documents or images, can be linked to the students.

Those are components of e-learning that support e-learning activity.

c. Developing Moodle E-learning

Moodle is an e-learning system or called as software. To develop moodle, it wa needed a standard of software development. ISO/IEC 12207 is an international standard for software life-cycle process. It aims to be the standard that defines all the tasks required for developing and maintaining software. In software development, there is a standard process called SDLC. SDLC is the acronym of Software Development Life Cycle. SDLC is a process followed for a software project, within a software organization. It consist of a detailed plan describing how to develop, maintain, replace and alter or enhance specific software. The life cycle defines a methodology for improving the quality of software and the overall development process.³⁰

³⁰Tutorialspoint.com, Software Development Life Cycle (Sdlc) Simply Easy Learning By Tutorialspoint.Com, p. 1

There are various software development life cycle models defined and designed which are followed during software development process. These models are also referred as “Software Development Process Models” each process model follows a series of steps unique to its type, in order to ensure success in process of software development. Following are the most important and popular SDLC models followed the industry: Waterfall Model, Interactive Model, Spiral Model, V-Model and Big Bang Model. The most popular one is Waterfall Model.³¹

Waterfall approach was first SDLC Model to be used widely in Software Engineering to ensure success of the project. In “THE WATERFALL” approach, the whole process of software development is divided into separate phases. In Waterfall model, typically, the outcome of one phase acts as the input for the next phase sequentially.³²

³¹Tutorialspoint.com, Software Development Life Cycle (Sdlc) Simply Easy Learning By Tutorialspoint.Com, p. 3

³²Tutorialspoint.com, Software Development Life Cycle (Sdlc) Simply Easy Learning By Tutorialspoint.Com, p. 4

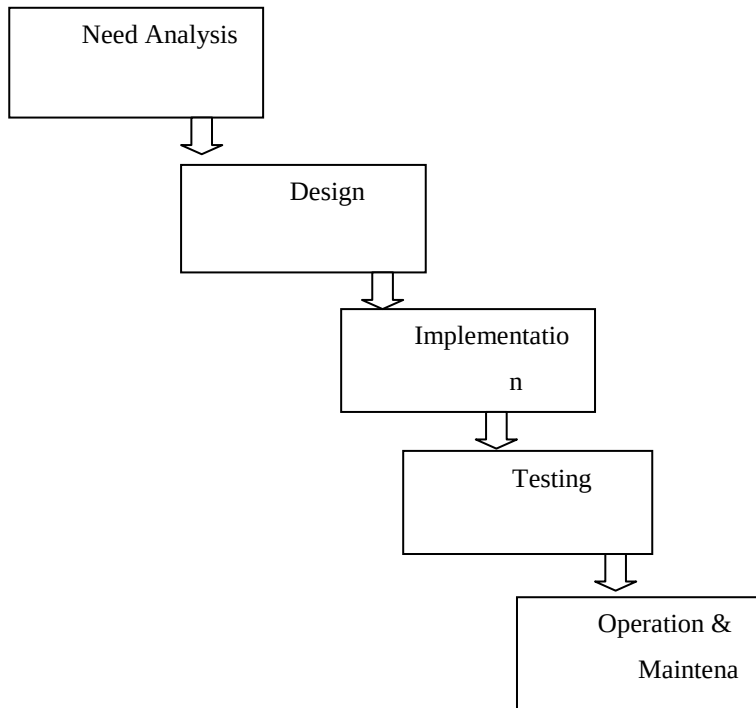


Figure. 2.1 Waterfall Software Model

The phase set of activities carried out during the development of a software product is explained below:

1) Need Analysis

Need analysis is used to identify the problem, object, scope associated with the input, output and procedures (process) which is applied in managing inputs into outputs.³³

³³Wenty Dwi Yuniarti, *Simulas dan Pemodelan Pembuatan Media Pembelajaran Fisika Berbasis Komputer*, (Semarang: IAIN Walisongo Semarang , 2012). p. 5

All possible requirements of the system to be developed are captured in this phase and documented in a requirement specification doc.³⁴

Related to develop Moodle e-learning media, need analysis was conducted of analyzing functional and non-functional requirements. Usually, functional requirements as purpose, scope, perspective, functions, software attributes and user characteristic. In contrast, some of the non-functional requirements refers to the various criteria, constraints, limitations, and requirements imposed on the design.³⁵

Related to develop Moodle e-learning media is about the components of moodle. Moodle has been developed in the open source LAMP framework consisting of Linux (operating system), Apache (web server), MySQL (database) and PHP (programming language). Due to the portability of these components and the modularity of moodle itself (that's what the "M" stands for), it can support a wide range of operating systems, database systems, and web servers.

The following diagram shows a simple overview of the overall architecture:

³⁴Tutorialspoint.com, Software Development Life Cycle (Sdlc) Simply Easy Learning By Tutorialspoint.Com, p. 5

³⁵Yossef Bassil, A Simulation Model for the Waterfall Software Development Life Cycle *International Journal of Engineering & Technology (IJET)*, ISSN: 2049-3444, (Vol. 2, No. 5, 2012). p. 2

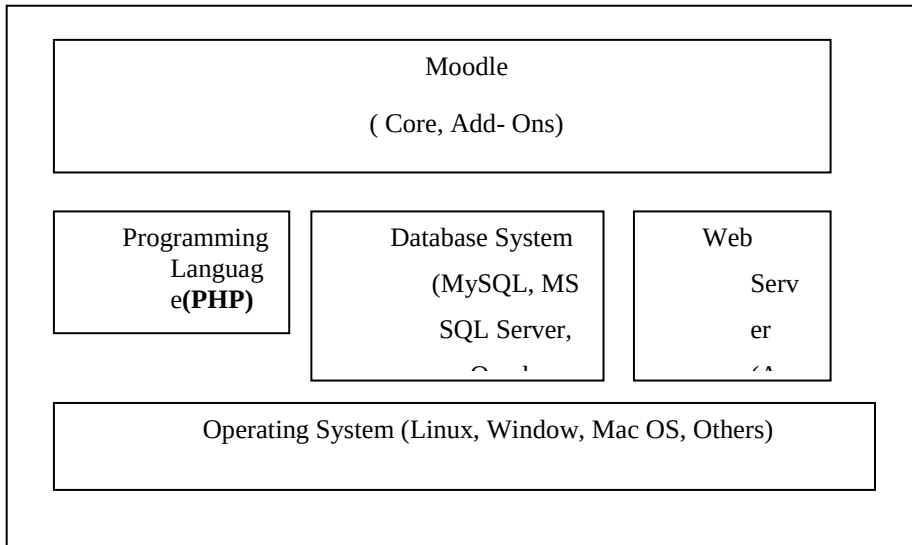


Figure 2.2 Moodle Architecture Diagram.

The lowest level is the operating system. While linux is the preferred platform, other unix derivatives such as Solaris and AIX are supported, along with windows and Mac OS X (preferably the server variants for production sites). Certain libraries will have to be installed, moodle installation . PHP is the programming language in which moodle is developed (accompanied by HTML, JavaScript, and CSS files). It is the only component that cannot be replaced with any other counterpart. My SQL is the database of choice for most open source applications, but other database system such as Microsoft SQL server , oracle, and Postgre SQL work without problems. Apache has become the de facto standard for

large-scale web applications, closely followed by Microsoft IIS. Both web servers are supported like any others offering PHP support.³⁶

2) Design

It is the process of planning and problem solving for a software solution. One type of this process is interface design. It would be created interface design of moodle e-learning.

3) Implementation

It refers to the realization of business requirements and design specification into concrete executable program, database, website, or software component through programming and deployment. In developing of moodle e-learning online media it is the website which can be accessed.

4) Testing

It is also known as verification and validation which is a process for specifications and it accomplishes its intended purpose. It is validation expert and field trial of moodle e-learning media.

5) Operation and Maintenance

Phase maintenance is an activity that aims to accommodate changes in order to produce a better performance. It is the process of modifying a software solution after delivery and deployment to refine output, correct errors, and improve

³⁶Alex Buchner, Moodle 2 administration an administrator's guide to configuring, securing, customizing, and extending moodle, (Mumbai: packt Publishing Ltd, 2011), p.42

performance and quality. It is revision process of developing moodle e-learning media.

From the definition above, it can be seen that moodle a e-learning media has many varieties contents and types. One reason that makes it is interesting which is because the developer can modify the features based on her/his need. Although it has a copyright from the formal institution, as developer, we also have a copyright of it. Those what makes the web different from other and those reasons are what underline the writer choice.

3. General Concept of Writing

a. Definition of writing

Writing is one of four language skills besides listening, speaking, reading, and writing has always formed part of the syllabus in the teaching of English. Writing is a ranging from being merely a backup for a grammar teaching where mastering the ability to write effectively is seen as key objective for learners.³⁷

Writing is a complex socio-cognitive process involving the construction of recorded messages on paper or on some other material and more recently on a computer screen.

³⁷Jeremy Harmer, *How to Teach Writing*, (Essex: Longman, 2004), p. 31.

Writing is not innate natural ability like speaking but has to be acquired through years of training or schooling.³⁸

Caroline T. Linse states that writing is combination of process and product. The process refers to the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to the reader.³⁹

According to Elizabeth Dirgumarti Bhaskara Rao, writing is one of the important skills in the teaching learning of the language. Through writing, a person is able to convey his thoughts or ideas to others who are not present in front of the writer.⁴⁰ Writing is a process of expressing ideas or thoughts in words.⁴¹

It can be concluded that writing is how people expressing the idea, feeling, thinking in words. Writing is more accurate than speaking because in writing we must pay attention in grammar, punctuation and others, writing is more complex.

b. The Process of Writing

³⁸John M. Swales and Cristine B. Feak, *Academic Writing for Graduate Students Essential Task and Skills*, (United State of America: The University of Michigan Press, 2001), p. 31

³⁹Caroline T. Linse, *Practical English Language Teaching: Young Learners*, (New York: The McGraw Hill Companies, Inc, 2005), p. 98.

⁴⁰Dirgumarti Bagaskara Rao, *Method of Teaching English*, (New Delhi: Nagarjuna University, 2004), p. 295

⁴¹Sutanto Leo, et. al, *English Academic Purpose: Essay writing*, (Yogyakarta: C.V. Andi Offset, 2007), p. 1

The process of writing is virtually the same for all writers. Writers get their ideas from many different sources. They organize what they have to say (on paper, on a computer, or in their heads). They write a draft. They ask what others think. They revise, making changes and additions to clarify their meaning. They edit for capitalization, punctuation, grammar, sentence sense, and spelling. Then they publish.⁴²

Good writing is more than just using correct grammar. It is also meaning, thinking, planning, checking, and revising.⁴³ OliceOshima and Ann Hogue⁴⁴ argued that writing is a process of creating, planning (outlining), writing, and polishing.

Creating (prewriting): the first step in the writing process is to choose a topic and collect information and develop ideas. Taking notes in on way to gather ideas.⁴⁵ There are two tips for making a good choice: for the first is choose a topic that interests you, and the second is choose a topic that fits the assignment.

⁴²Juli Kendal and OuteyKhuon, *Writing Sense Intergrated Reading and Writing Lessons for English Language Learners*, (Portland: Stenhouse Publishers, 2006), p. 4

⁴³Ann Hogue, *First Step in Academic Writing*, by Addition- Wesley Publishing Company, Inc. p. 6

⁴⁴OliceOshima and Ann Hogue, *Writing Academic English*, (Pearson Education, United States of A merica, 4 edition).p. 265-273

⁴⁵Ann Hogue, *First Step in Academic Writing*, by Addition- Wesley Publishing Company, Inc. p. 6

Planning (outlining): planning stage is you organize into an outline, divide the ideas in the communication problems list further into sublists and cross out any items that do not belong or that are not useable.

Writing: in the writing process is writing the rough draft. Follow your outline as closely as possible, and don't worry about grammar, punctuation, or spelling. Writing is a continuous process of discovery. You will think of new ideas that may not be in your brainstorming list or outline. You can add or delete ideas at any time in the writing process. Make sure that your new ideas are relevant.

Polishing (revising and editing): polishing it means change what you have written to improve it. You check it for content and organization, including unity, coherence, and logic. Polishing is most successful if you do in two stages. First, attach the big issue of content and organization (revising). Then work on the smaller issues or grammar and punctuation (editing). Revising and editing are important stages in the writing process.

4. General Concept of Genre

When we are talking about text, it can be related with genre. In the French word genre means text type/ kind of text. Genre is a term of grouping text together, representing

how written typically use language to respond to recurring situation.⁴⁶

According to Entika Fani Prastikawati and Siti Musarokah, there are two different kinds of genres/ text types. Moreover, Every kind of genre has different social function,different schematic generic structure, and different language features.⁴⁷

Story Genre	Factual Genre
1. Narrative	1. Procedure
2. News Story	2. Explanation
3. Exemplum	3. Report
4. Anecdote	4. Exposition
5. Recount	5. Discussion
6. Spoof	6. Description
	7. Review
	8. News Item
	9. Commentary

Table 2.1 The kinds of Genre

Narrative is a kind of text that to amuse, to entertain, and to deal with actual or various experience in different ways. The generic structure of the text are orientation, evaluation, compilation, resolution, re- orientation.

News Story is a kind of text which informs the reader or daily newspaper about events of the day which are regarded

⁴⁶Entika Fani Prastikawati and Siti Musarokah, *Writing 3 (Handouts and Assignments)*, (IKIP PGRI Semarang). p.9

⁴⁷ Prastikawati and Siti Musarokah,"*Writing 3 (Handouts and Assignments)*..."p. 11

as newsworthy or important. The generic structures of the text are newsworthy events, background events, sources.

Exemplum is a kind of text that to deal with incidents that are in some respects out of the usual, point to some general value in the cultural context. The generic structures of the text are abstract or synopsis, orientation, incident (s), judgment (s), re- orientation.

Anecdote is a kind of text that to share with others an account of unusual or amusing incident. The generic structures of the text are abstract, orientation, crisis, reaction, coda.

Recount is a kind of text that to retell the events for the purpose of informing or entertaining. The generic structures of the text are orientation, events, re- orientation.

Spoof is a kind of text that to retell an event with a humorous twist. The generic structures of the text are orientation, event (s), twist.

Procedure is a kind of text that to describe how something to accomplish through a sequence of actions or steps. The generic structures of the text are goal, material (not required for all procedural text), step.

Explanation is a kind of text that to explain the processes involved in the formation or working of natural or socio-cultural phenomena. The generic structures of the text are a general statement to position the reader, a sequenced explanation of why or how something occurs.

Report is a kind of text that to describe the way things are, with reference to arrange or natural, manmade, and social phenomena in our environment, report give the information about thing in the world. The generic structure of the text are general classification, description.

Exposition, there are two kinds of exposition.

- a. Analytical exposition is a kind of text that to persuade the reader or listener that something is the case. The generic structure of the text are thesis, arguments, reiteration
- b. Hortatory exposition is a kind of text that to persuade the reader or listener that something should or should not be the case. The generic structures of the text are thesis, argument, recommendation.

Discussion is a kind of the text that to present (at least) two points of view about an issue. The generic structures of the text are issue, arguments for against or statements of differing points of view, conclusion or recommendation.

Descriptive is a kind of text that to describe a particular person, place or thing. The generic structures of the text are identification, description.

Review is a kind of text that to critique an art work, event for a public audience such works of art include movies, TV shows, books, plays, operas, recording, exhibitions, concerts and ballets. The generic structures of

the text are orientation, interpretative recount, evaluation, evaluative summation.

News item is a kind of text that to inform the readers, listeners or viewers about events of the day which are considered newsworthy or important. The generic structure of the text are newsworthy event, background events, sources.

Commentary is a kind of text that to explain the processes involved in the formation (evaluation) of a socio-cultural phenomenon, as though a natural phenomenon. The generic structures of the text are general statement to position the reader, sequenced explanation : evolutionary.

5. General Concept of Descriptive Text

Descriptive Text is a kind of text with a purpose to give information. The context of this kind of text is the description of particular thing, animal, person, or others, for instance: our pets or a person we know well.⁴⁸

The social function of descriptive text is to describe a particular person, place, or thing.⁴⁹ To promote or to

⁴⁸ M Mursyid PW, *The Learning of Descriptive Text*, (Karangdadap: Handout SMPN 1), p. 4.

⁴⁹Prastikawati and Siti Musarokah, “*Writing 3 (Handouts and Assignments...)*”,p. 40

introduce a place, to recognize, and to inform about the place.⁵⁰

The Generic Structure of Descriptive text consists of identification and description.

- 1) Identification: It identifies the place to be described.
- 2) Description : It describes the characteristics or parts of the place or building described.⁵¹

Descriptive text often use 'be' and 'have'. Tense which is often used is Simple Present Tense. However, sometimes it use Past tense if the thing to be described doesn't exist anymore.

Significant Grammatical Features:

- 1) Focus on specific participants
(My English teacher, Andini's cat, my favorite place)
- 2) Use of Simple Present Tense
Use of simple past tense if extinct.
- 3) Verbs of being and having
(My mum is really cool, she has long black hair)
- 4) Use of descriptive adjectives
(strong legs, white fangs)
- 5) Use of detailed Noun Phrase to give information about the subject.

⁵⁰Agus Bardiyo, dkk, *Bahasa Inggris Mata Pelajaran Wajib SMA/MA dan SMK/MSK Kelas X Semester 1*, (Viva Parkarindo, Klaten Jawa Tengah), P. 45

⁵¹Agus Bardiyo, dkk, “*Bahasa Inggris Mata Pelajaran Wajib SMA/MA dan SMK/MSK Kelas X Semester 1...*”, p. 45

(a very beautiful scenery, a sweet young lady, very thick fur)

6) Use of action verbs 'Material Processes'

(It eats grass, It runs fast)

7) Use of adverbials to give additional information about behavior.

(fast, at tree house)

8) Use of Figurative language

(John is as white as chalk).⁵²

When describing, writers use many noun phrases in trying to make readers get the mental picture of what is being described. As you know, noun is a thing, a place, or a person, an animal, while adjective is a word that describes a noun. *An adjective that describes a noun is called a **modifier**. A noun that goes with a modifier is called a **noun phrase**.* Observe where the position of the modifier is.

For example:⁵³

Adjectives	Nouns	Noun Phrase
Beautiful	Bird	Beautiful Bird
Unique	Monkey	Unique Monkey
Enormous	Nose	Enormous Nose

⁵²M Mursyid PW, *The Learning of Descriptive Text*, (Karangdadap: Handout SMPN 1), p. 4-5

⁵³UtamiWidiati, dkk, *Bahasa Inggris SMA/MA/SMK/MAK kelas X Kurikulum 2013*, (Jakarta, Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud: 2017).p. 61-62

amous	ose	
ite Wh	arble M	White Marble
icate Intr	esign D	Intricate Design
cious Pre	tones S	Precious Stones

Table 2.2 Adjective, Noun, and Noun Phrase

Based on the explanation mention above, here are several examples of procedure text:

1. Descriptive Text 1

Kembang Island⁵⁴	Title
Kembang Island is a delta located in the middle of the Barito River included in the distirict administrative region Alalak. Barito Kuala, South Kalimantan, Indonesia.	Identif ication
Kembang Island is a habibat for hundreds of monkey and several species of birds. Here also is habitat for Bekanten. Bekanten is a monkey who has a long nose, these monkeys are shy proboscis monkey, including if there are visitors coming to the Island. Visitors can also see the monkeys swimming there. The visitors can also interact with them with nuts, bananas, or other food.	Descri ption

Table 2.3 The example of descriptive 1

2. Descriptive Text 2

My Mother⁵⁵	Title
My mother is a person I admire best.	Identif

⁵⁴Agus Bardiyanto, dkk, “*Bahasa Inggris Mata Pelajaran Wajib SMA/MA dan SMK/MSK Kelas X Semester 1 ...*”, p. 45

⁵⁵Ibnu Hajar, dkk, (*New Step Up Reading and Writing*), Language Development Center UIN Walisongo Semarang. P. 89

	ication
She took care of me when I was child. She is kind and gentle. She has a small business. Everyday she always works hard that help my family earn some money to support my life. She is fifty years old, but she looks young and healthy. In the morning, she gets up early and prepares breakfast for people in family. She cooks well and her food is very delicious, especially the braised fish, it's the best food. Besides, she sometimes helps poor people when they have difficulties. I love my mother so much. In the future I want to become a kind and gentle person like my mother.	Descri ption

Table 2.4 The Examples of Descriptive Text

C. Theoretical Framework

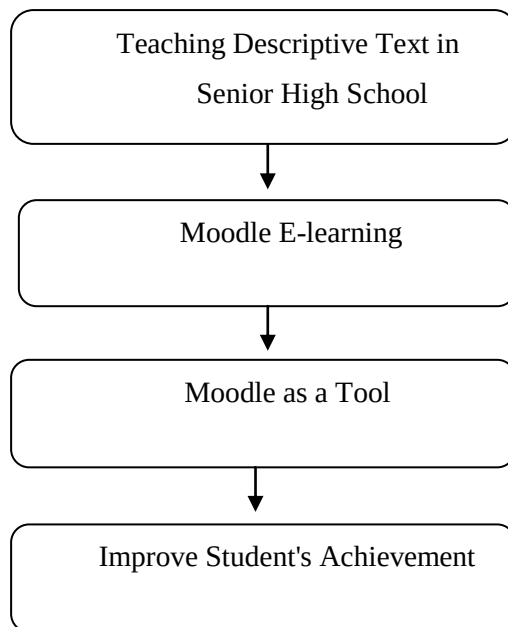
The main purpose of this study is to develop Moodle e-learning as a media to teach descriptive text writing for tenth grade students at SMK NU Ma'arif 01 Semarang in the academic year 2018/2019.

The reasons to conduct the study were there was no appropriate medium that were suitable for the students' condition. The source of the materials was only from textbook that were lent by the school. The learning process was still teacher center and there was no space for the students to study independently. Therefore, in the middle of the lesson, the students were bored, less motivation and sleepy. They needed something new that was interesting and motivating.

E-learning provides the students with opportunities to promote meaningful learning then receive comprehensible input and feedback. Besides, motivating the students to learn better, the advantages of e-learning is reducing learning time, reducing the cost of the materials used, and providing the students to learn independently everywhere and every time.

There were two roles of e-learning media in learning process. E-learning media as a tool and a tutor. E-learning media as a tool is used to present the material, chat and do the exercises for the students. Meanwhile, as a tutor, it guided the students to learn step by step

The explanation above can be seen in Figure. 2.3



CHAPTER III

RESEARCH METHOD

This chapter discusses research design, research setting, data collection technique, and data analysis technique which is conducted to run this research.

A. Research Design

This research is conducted to develop moodle e-learning to teach descriptive text writing. In making deal with the purpose of this research, it is needed appropriate research design to develop moodle. Thus, researcher uses Research based design by adapting Borg and Gall model in conducting this research.

Educational research based design(R & D) is an industry-based development model in which the findings of research are used to design new products and procedures, which then are systematically field-tested, evaluated, and refined until they meet specified criteria of effectiveness, quality, or similar standards.⁵⁶

Borg and Gall model consisted of ten major steps. There were as following: Step 1 involved research and information collecting or need analysis. It included review of literature, classroom observations,

⁵⁶Meredith Gall & Walter R. Borg, Educational Research and Development, Seventh Edition. (USA: Pearson Education, 2003).p. 569

and preparation of report of state of the art. Step 2 and 3 consisted of planning and develop preliminary form of product. Planning included defining skills, stating objectives determining course sequence, and small scale feasibility testing. Develop preliminary form of product included preparation of instructional materials, handbooks, and evaluating devices. Then step 4 involved preliminary field testing. It included interview, questionnaire data collected and analyzed from the school. For step 5 conducted main product revision, revision of product as suggested by preliminary field-test result. Step 6 main field testing. Main product revision used quantitative data on subject's course as evaluation. Operational product revision was happened in step 7, revision of product as suggested by main field-test result. Next, for step 8 and 9 involved operational field testing and final product revision. And the last step involved dissemination and implementation. It is a report on product at professional meetings and journals. Work with publisher who assumed commercial distribution. Monitor distribution to provide quality control.⁵⁷

⁵⁷Meredith Gall & Walter R. Borg, Educational Research and Development,...p. 570-571

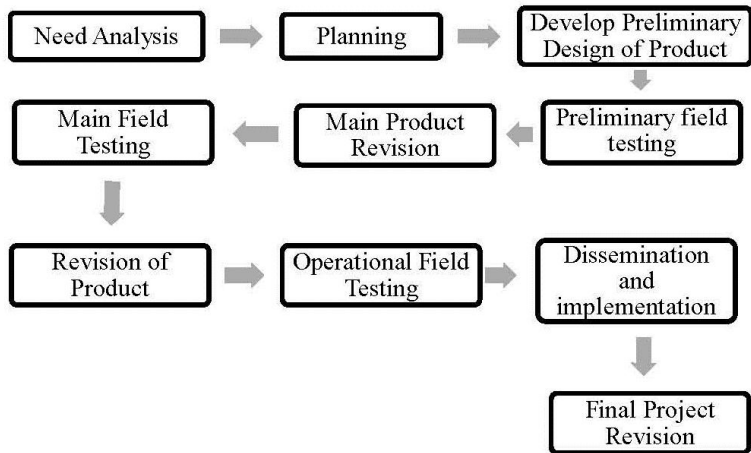
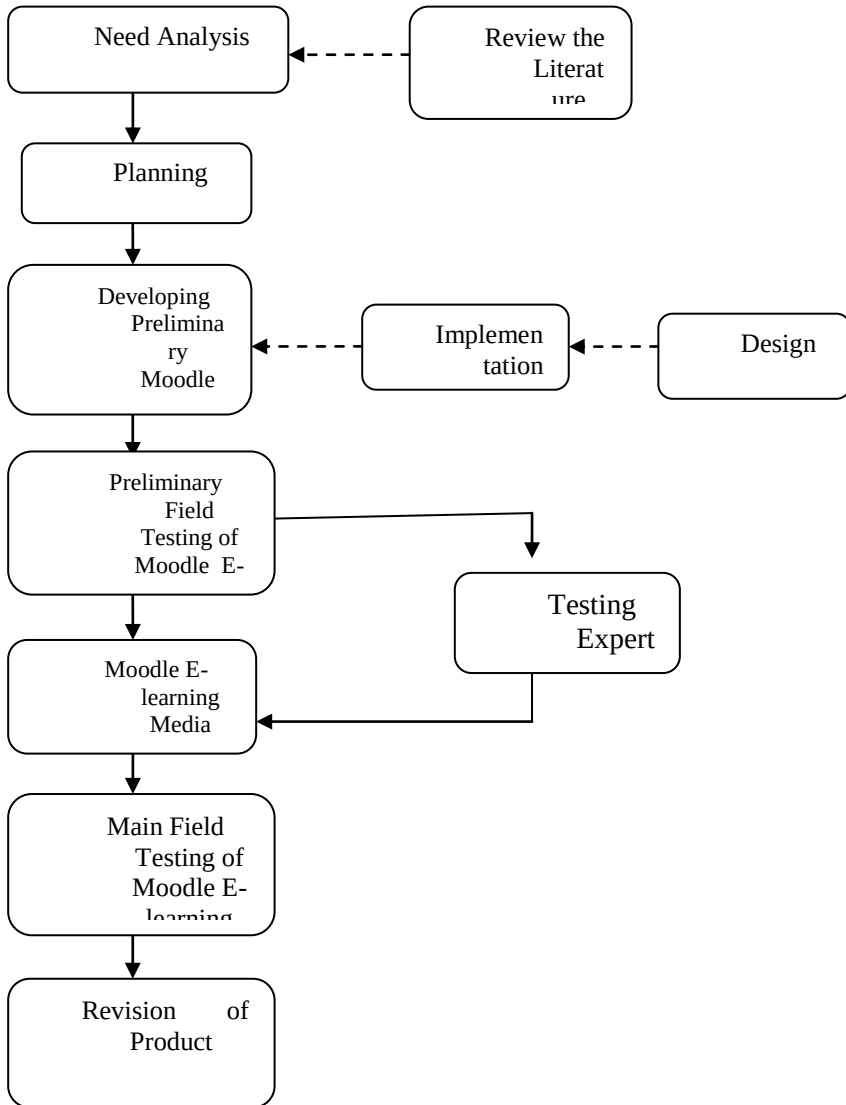


Figure 3.1 : Borg and Gall steps scheme

However, by considering the time of research, research fund, and also the researcher's capability, this research was limited until seven steps which was appropriated with researchers' need.

B. Procedure of Development



The chart explained about the procedure of product development in the research based on the modified

development model from Borg and Gall. The researcher just took seven steps in this research because of limited time.

1. Need Analysis

The first step was need analysis. This step was conducted to search information how is important the product that will be developed. The analysis of students' need is the most important point in conducting Design based Research model. It becomes starting step in developing the product. Students' need analysis includes students' problems faced in the learning process. Not only students' need but students' potentials are also analyzed whether it can be developed in this moodle. The English teacher is also involved in giving the information about students' needs and problems faced in the classroom. This step was undertaken by using questionnaire given to students at the tenth grade of SMK NU Ma'arif 01 Semarang and questionnaire to English teacher at the tenth grade of SMK NU Ma'arif 01 Semarang.

The final of need analysis step is to know the importance of developing moodle e-learning to teach writing of descriptive text writing to increase students' writing skill and their enthusiastic about e-learning.

2. Planning

The next literature review concerned with the formulating of learning material descriptive text writing, lesson plan and validation instruments as the planning to develop the product. The more specific product of moodle in this research was developing the content of moodle.

3. Developing Preliminary Moodle E-learning Media

The first step in this research was hosting and domain. After made domain with name Layla21.com then the researcher made admin account. Admin in moodle could be teacher and could be arrange all of the activities in the moodle. Furthermore, admin change the photo profile, in order to the identity of admin could be see clear and in order to the respondent could be access easily.

Furthermore, the researcher made the planning design of the display in the moodle e-learning media. The researcher did some assessment of the appropriate template with moodle version being worked on. Finally the researcher has chosen the essential template. This e-learning media design was done gradually. It was starting from the selection of slide images, writing the menu, and the topics that will be displayed on the home page.

Next the researcher conducted the developing product. It was the product design that would be

applied in the field testing. In this moodle e-learning media consist of descriptive text writing material, discussion forum topic and questions quiz and game form. Especially for making game the researcher used hot potatoes software. Hot potatoes is not a part of moodle but it can be used in moodle in a very simple and effective manner.. The material originated from the determination of SK (standard Competence) and KI (Core Competence) on the subjects of English grade X. It is based on 2013 curriculum. KI were selected namely (4.9) analyze the social function, the generic structure, and language feature in a simple descriptive text writing. Furthermore, the basic competence developed and structured into a lesson plan, teaching materials, and assessment instrument.

The last step was uploading all of the content of media that have been made into moodle e-learning.

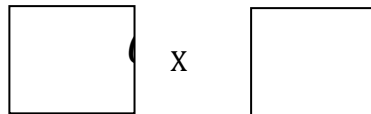
4. Preliminary Field Testing of Moodle E-learning Media

The aim of the preliminary field test is to gain an early qualitative evaluation of the new educational product. The validation of first design product is used to find out the effectiveness and the deficiencies of product developed.

The revised product tested in preliminary field testing to meet with the feasibility of moodle

developed and students' difficulties in utilizing the moodle. In this stage, the product of the development will be tested in the small scale-group at X PBS 1, consisted of six students with the criteria as follow: 2 students in highest comprehension, 2 students in middle comprehension, and 2 students in lowest comprehension by giving pre-test, treatment (moodle e-learning media) and post-test after using product developed. The sample in this research is taken by purposive sampling by considering the purpose of this research and time of the research.

To find out the influence of the product developed toward students' achievement, it can be tested through the one-group pretest-posttest experiment design by Sugiyono, the formula it shown below:



Where:

- O_1 : Pretest score before using moodle e-learning media to teach descriptive text writing.
- O_2 : Posttest score after using moodle e-learning media to teach descriptive text writing.
- X : Treatment (the use moodle e-learning media to teach descriptive text writing).

Figure design of experiment (one group pretest posttest design).

5. Moodle E-learning Revision

In all phases of R & D cycle involving product evaluation. It was important to establish field sites similar to those in which the product will be used when it is fully developed.⁵⁸After the preliminary field test of this interactive learning media, all data were compiled and analyzed. From these result to re-plan the site and then went to make revision.

6. Main Field Testing of Moodle E-learning Media

The purpose of the main field test in R & D cycle was to determine whether the product under development meets in its performance objectives. Generally an experimental design was used to answer this question.⁵⁹

After moodle e-learning media to teach descriptive writing text has been revised and valid to be used, then it goes to the main field testing in the large scale group at X PBS 1 and X PBS 2. Purposive sampling is used to take the sample in this research, according to research need and time limit of research. Here, experimental design is used to get the influence of moodle e- learning toward students' achievement in

⁵⁸Meredith Gall & Walter R. Borg, Educational Research and Development, ...p. 570

⁵⁹Meredith Gall & Walter R. Borg, *Educational Research and Development*, Seventh Edition. (USA: Pearson Education, 2003).p. 570

writing of descriptive text by comparing the control class and the experimental class. The main field testing is conducted by using pretest-posttest control group design which belongs to quasi experimental design. The formula presented in the box below:

$$\begin{array}{ccc} \text{E} & O_1 & XO_2 \\ \hline \text{C} & O_3 & XO_2 \end{array}$$

Where :

O_1 : Pretest score of experimental class

O_2 : Posttest score after using moodle e-learning media to teach descriptive text writing (experimental class)

O_3 : Pretest score of control class

O_4 : Treatment (the use of moodle e-learning media to teach descriptive text writing)

Figure. Design of experimental (*pretest-posttest control group design*)

The result of pretest and posttest score in control and experimental class then analyzed through T-test formula that will be discussed in data analysis technique.

7. Revision of Product

The revision is needed when there is inadequacy and weakness of the product developed in the main field testing in this step, researcher put some

revisions of the product to make it better and feasible to be implemented in teaching and learning process.

C. Research Setting

This research took place at SMK NU Ma'arif 01 Semarang which is located in Wonolopo village, Mijen district, Semarang regency. Research samples are 6 (six) students at X PBS 1 for preliminary field testing in small scale. This research will be conducted on September until October 2018/ 2019

D. Data Collection Technique

This section discussed data collection technique and the research instrument used in this research. The researcher used two data collection techniques namely descriptive qualitative and quantitative data. Qualitative data and quantitative results were obtained from questionnaire validation experts, reviews of material expert and teaching media experts. The data were from the field trials obtained from the comments or responses, questionnaire result and test result.

Questionnaire of validation was for instructional design expert and teacher. Questionnaire of validation was made in order that the researcher knows some suggestions and revisions should be made by the researcher. It was created to gather

information about validity of the product prototype. Besides, it helped the researcher knew the weakness of the product. The questionnaire was given to expert review consisting of instructional design expert and teacher. They assessed prototype and gave suggestion to revise the prototype. The test was undertook from the questionnaire validation of the test experts. After the test was valid based on the questionnaire validation, the test would be given to the subjects.

Besides data from the result of the test, the documentation was needed to help the researcher run the result. According to Suharsimi Arikunto, the documentation method was used to look for the data concerning the matters or the variable that take form of the note, transcript, book, newspaper, magazine, inscription, notes of a meeting, agenda, etc.⁶⁰The researcher used the documents related to the object of research such as students' name list and lesson plan. Before the researcher used the instruments to collect data, the instruments were consulted to the instructor who guided the researcher in conducting the research, so that the content validity of the instrument can be achieved.

⁶⁰Suharsimi Arikunto, *Prosedur Penelitian; Suatu Pendekatan Praktik*, (Jakarta: PT. Rineka Cipta, 2010), p.274.

E. Data Analysis Technique

The type of data this study is qualitative data and quantitative data, the data were statistically analyzed descriptive. Qualitative data in the form of comment and suggestions for improving of the product matter experts and media experts then analyzed and described in qualitative descriptive to revise the products developed. Qualitative data was also derived from the opinions and suggestions of the student. Then the qualitative data obtained from the assessment scores matter experts and online media experts.

The data in this research is analyzed by two following techniques:

1. Descriptive Analysis

Descriptive analysis in this research is used to analyze the qualitative data taken from need analysis, questionnaires result of English teacher at SMK NU Ma'arif 01 Semarang, experts' validation value, students' perception and teachers' evaluation of the product developed, according to Miles and Huberman, there are some steps in analyzing qualitative data which is shown in figure below:

- a. Collecting Data

The data which are needed to conduct the research were collected to gain information, such as descriptive text which can be incorporated in moodle e-learning, student' perception and teachers' evaluation of moodle e-learning developed.

b. Data Reduction

The process of selecting, focusing, simplifying, abstracting, and transforming the 'raw' data that appear in written-up field notes. Data reduction occurs continuously throughout the life of any qualitatively oriented project.

c. Data Display

The second major flow of analysis activity is data display. A display is an organized assembly of information that permits conclusion drawing and action taking.

d. Conclusion Drawing and Verifying

The third stream of analysis activity is conclusion drawing and verification from the beginning of data collection, the qualitative analyst is beginning to decide what things mean, is noting regularities, patterns, explanations. Final conclusions may not appear until data collection is over. Conclusion drawing is only half of the

procedure. Conclusion are also verified as the analyst proceeds. The meanings emerging from the data have to be tested for their plausibility, their sturdiness, and their 'conformability' (validity). Otherwise, we are left with interesting stories of unknown truth and utility.

The result of expert validation of moodle developed is analyzed through descriptive statistic to determent whether the moodle developed is valid to be used or need revisions before being implemented in the real field which is looked out by some components, they are: content feasibility aspect, and graphical aspect. The validation of each aspect is taken by questionnaire which follows the rating scale of 1-5. The result of validation score is calculated and shown in percentage by this following formula:

Score (%) :

$$\frac{\text{Total score of validation component}}{\text{maximal score}} \times 100 \%$$

Furthermore, the score (%) gained is conversed to the criteria as presented in the table below:

Table 3.2 The Level of Validity Criteria⁶¹

⁶¹Sa'dun Akbar, *Instrument Perangkat Pembelajaran*, (Bandung: PT. Remaja Rosdakarya, 2013). p. 40-41

No.	Criteria of Validity	Level of Validity
1.	85,01% - 100 %	Valid; can be used without revision
2.	70,01% - 85%	Fair; can be used with small revision
3.	50,01% - 70%	Less; proposed to be unimplemented because need major revision.
4.	1% - 50%	Invalid; forbidden to be implemented

e. Students' Perception questionnaire

The questionnaire used to acquire students' perception is drawn up in checklist from based on Guttman scale. The data acquired by students' perception questionnaire analyzed and presented in number of percentage which follows the formula below:

$$\frac{\text{Score}}{\text{Total score of validation component}} \times 100 \% = \text{maximal score}$$

The percentage score then conversed in the form of criteria as follow:

Table 3.3 The Level of Validity Criteria

No.	Range of Score	Category
1.	86 – 100%	Excellent
2.	76 – 85%	Good
3.	56 – 75%	Fair
4.	55 – 59%	Less
5.	50 - 54%	Worst

2. Statistical Analysis

The statistical analysis is used to find out the effectiveness of developing moodle e-learning to teach descriptive text writing shape on quantitative data. The quantitative data is taken from students' pretest and posttest. The result of pretest and posttest then analyzed to measure students' skill before and after using moodle e-learning developed to teach descriptive text writing.

a. Pre-requisite Test

The data is taken to find out the result of the average similarity test of pre-test and post-test in small scale group.

1) Normality Test

Normality test is used to know normality of the data is going to be analyzed whether both groups have normal distribution or not. The normality test with chi-square is done to find out the data distribution. Step by step Chi-square test is as follow:

- 1) Determine the range (R) : the largest reduced the smallest.
- 2) Determine the many class interval (K) with formula:

$$K = 1 + (3,3) \log n$$

- 3) Determine the length of the class, using the formula:

$$P = \frac{\text{range}}{\text{number of class}}$$

- 4) Make a frequency distribution table
 5) Determine the class boundaries (bc) of each class interval
 6) Calculate the average $X_i (\bar{X})$, with the formula :

$$\bar{X} = \frac{\sum F_i X_i}{\sum F_i}$$

- 7) Calculate variants, with the formula:

$$S = \sqrt{\frac{\sum F_i (x_i - \bar{x})^2}{n - 1}}$$

- 8) Calculate the value of Z, with the formula:

$$Z = \frac{x - \bar{X}}{s}$$

X : Limit class

$\bar{X}$: Average

S : Standard deviation

- 9) Define the wide area of each interval
 10) Calculate the frequency expository (E_i)
 $E_i = n \times \text{wide area}$ the n number of sample

- 11) Make a list of frequency of observation (O_i), with the frequency expository as follows:

Clas	B	Z	P	L	E	$\frac{O_i - E_d}{E_i}$
s	c				i	

- 12) Calculate the Chi-square (X^2), with the formula:

$$X^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

- 13) Determine dk: $K-3$, where K is the number of class interval and $\alpha : 5\%$
- 14) Determine the value of X^2 table
- 15) Determine the distribution normality if $X^2_{\text{count}} > X^2_{\text{table}}$ so the data is not normal distribution and the other way if the $X^2_{\text{count}} < X^2_{\text{table}}$ so the data is normal distribution.

2) Homogeneity Test

According to Nunan, a test should be given to both classes of students before the experiment just to make sure that the both classes really are the same. It was used to know whether experimental class and control class, that were taken from population that has relatively same

variant or not. The hypothesis is homogeneity test are:

$$H_0 = \sigma_1^2 = \sigma_2^2$$

$$H_a = \sigma_1^2 \neq \sigma_2^2$$

H_0 = The distribution of normal data

H_a = abnormal distributed

σ_1 =

variants value of beginning data with times of day game

σ_2 = variants value of beginning data was subjected to conventional learning classes

The steps to measure homogeneity are as follows:

- 1) Calculate variants both experimental group and control group with the formula :

$$S_1^2 = \frac{\sum (X - \bar{X})^2}{n_1 - 1} \text{ and } S_2^2 = \frac{\sum (X - \bar{X})^2}{n_2 - 1}$$

Where:

S_1^2 = variant of experimental group

S_2^2 = variant of control group

n_1 = the number of students in experimental group

n_2 = the number of students in control group

- 2) Determine $f = \frac{v_b}{v_k}$

Where :

V_b : Biggest variant

V_k : Smaller variant

Determine $V_k = (n_i - 1) - (n_2 - 1)$

3) Determine F_{table} with $\alpha = 5\%$

4) Determine the distribution homogeneity with test

Test criteria:

Ho accepted if $F_{count} < F_{(1/2\alpha, (v_1, v_2))}$ with $\alpha = 5\%$ if $F_{count} < F_{table}$, the data is not homogenous and the other way if the $F_{count} > F_{table}$, the data is homogeneous.

3) Test Average

Test of average was used to examine average whether experimental group and control group that had been decided having significant different average. T-test was used to analyze the data of this research. A T-test would be the measure that used to compare the mean scores of the two groups.

If $\sigma_1^2 = \sigma_2^2$ (has same variant), the formula is :

$$t = \frac{\bar{X}_1 - \bar{X}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \quad \text{with } s = \sqrt{\frac{(n_1-1)s_1^2 + (n_1-1)s_2^2}{n_1 + n_2 - 2}}$$

Where :

$\bar{X}_1$: The mean score of experimental group

$\bar{X}_2$: The mean score of control group

N_1 : The number of experimental group

N_2 : The number of control group

S_2^1 = The standard deviation of experimental group

S_2^2 = The standard deviation of control group

if $\sigma_1^2 \neq \sigma_2^2$ (has no same variant) the formula is :

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

The hypothesis are:

$$H_0 = \mu_1 = \mu_2$$

$$H_a = \mu_1 \neq \mu_2$$

μ_1 = Average data of experimental group

μ_2 = Average data of control group

Criteria test is ; if $t_{\text{count}} > t_{\text{table}}$ so H_0 is rejected and there is significant difference of average value from both of groups. Moreover, the other way if the $t_{\text{count}} < t_{\text{table}}$ so H_0 is accepted and there is no difference of average value from both of groups.

b. Pre-Test

Pre-test was given before the treatment. Pre-test is commonly used to meet the normality and homogeneity in both control and experimental class. It is important to examine whether the data in both classes are normal and have same variant (homogenous) or not since the treatment is able to be implemented in both classes. Through pre-test, the researcher determines the

statistically analysis technique to find the normality and homogeneity in both classes.

1) Normality Test

It is used to know the normality of the data is going to be analyzed whether both groups have normal distribution or not. The normality test with chi-square is done to find out the data distribution. In the test, H_o is stated that data do not distribute normally.

H_o is acceptable if $X^2_{\text{count}} < X^2_{\text{table}}$ (with the standard of error, $\alpha = 5\%$), it means that the data distribute normally and H_a is rejected. In other hand, if $X^2_{\text{count}} > X^2_{\text{table}}$, then it means that data distribute normally, so H_a is acceptable and H_o is rejected.⁶² Calculation of chi-square (X^2) use the formula:

$$X^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

X^2 = Chi-square value

O_i = Observed Frequency

E_i = Expected Frequency

2) Homogeneity Test

⁶²Sudjana, *Metode Statistika* (Bandung: Tarsito, 2001), p. 272

Homogeneity test was meant to get the assumption that sample of research came from a same condition or homogeneous. It is used to know whether experiment class and control class taken from population have same variant or not. Here H_a stated that each classes has different variant.

The decision of homogeneity test is when $F_{\text{count}} > F_{\text{table}}$ (whith the standard of error, $\alpha = 5\%$), the data is not homogeneous which meant that H_o is rejected and H_a is acceptable. Meanwhile, if the $F_{\text{count}} < F_{\text{table}}$, the data is homogeneous that meant H_o is acceptable whereas H_a is rejected. The calculation of variant both classes (experimental and control classes) is gained with the formula:⁶³

$$S_1^2 = \frac{\sum (X - \bar{X})^2}{n_1 - 1} \text{ and } S_2^2 = \frac{\sum (X - \bar{X})^2}{n_2 - 1}$$

3) Test of the Average (T Test)

A T-test is used to examine average whether experimental group and control

⁶³Sugiyono, *Statistika untuk penelitian*, (Bandung: Alfabeta, 2014), p. 140

group have been decided having different average.⁶⁴

T-test is used to analyze the data of this research. A t-test would be the measure you would use to compare the mean score of two groups.⁶⁵

if $\sigma_1^2 = \sigma_2^2$ (has no same variant) the formula is:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

With
$$s = \sqrt{\frac{(n_1-1)s_1^2 + (n_1-1)s_2^2}{n_1 + n_2 - 2}}$$

Where:

$\bar{X}_1$: The mean score of the experimental group

$\bar{X}_2$: The mean score of control group

n_1 : The number of experimental group

n_2 : The number of control group

S_1^2 : The standard deviation of experimental

⁶⁴AnasSudijono, *Pengantar statistic pendidikan*, (Jakarta: PT. Raja Grafindo Persada, 1995), p. 326-327

⁶⁵H. Douglas Brown, *LanguangeAssesment,,: Principles and Classroom Practices*, (San fransisco: Longman, 2004), p. 205

S_2^2 : The standard deviation of both group

if $\sigma_1^2 \neq \sigma_2^2$ (has no same variant) the formula is:

$$t^1 = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}}$$

H_o : $\mu_1 = \mu_2$

H_a : $\mu_1 \neq \mu_2$

μ_1 : Average data of experimental group

μ_2 : Average data of control group

If $t_{\text{count}} > t_{\text{table}}$ so H_o is rejected and there is no difference of average value from both of groups. Moreover, the other way if the $t_{\text{count}} < t_{\text{table}}$ so H_o is accepted and there is significant difference of average value from both of groups.⁶⁶

c. Post-Test

Post- test was held after the treatment (experimental class) and conventional method (control class) were conducted. This test was used to measure students' achievement after experimental class and control class were given treatment and explanation. The result of

⁶⁶ AnasSudijono, *Pengantar Statistik Pendidikan*, p. 272-273

test was analyzed statistically. There are types of post-test, as follow:

1) Normality Test

The normality test in post-test is the same the normality test on the initial data.

2) Homogeneity Test

Steps homogeneity second step is the same as the homogeneity test on the initial data.

3) Test Average (Right- hand test)

This test proposed that hypothesis test in average similarity with the right test the steps right-hand test initial data.

CHAPTER IV

FINDING AND ANALYSIS

This chapter explain the research findings and analysis of developing moodle e-learning media to teach descriptive text writing.

A. The Extend to Which the Product Development Needed to Teach Descriptive Text Writing

Before developing moodle e-learning media based on the steps from Borg and Gall that used research based design method, this research gained the extent needed of developing the product. The extent needed was analyzed by using need analysis. students' need analysis and teacher's need analysis. Researcher used questionnaire for students' need analysis and teacher' need analysis.

1. Student's Need Analysis

Students' need analysis was undertaken through questionnaire which consists of 15 questions before the developing of the product. It was conducted on Monday, 28th of August 2018. Based on the result, there were some problems faced by students in English learning process and also some potential can be developed into the development of product.

In the rate 32% the students' argued that writing is the most difficult skill in English among others which is influenced by some factors. The main factor was they less of vocabularies that showed in the number of 48%. The second factor (40%) was caused by students' do not understand about the structure of writing English text. The following factor (12%) was English text

couldn't be found in their environment. Furthermore, in the rate 96% mentioned that students agreed toward Moodle e-learning media because it was very helpful. Students' responses toward

2. Teacher's Need Analysis

In line with findings above, the questionnaire to English teacher also met some results. English teacher faced some problems in teaching English writing. The first problem came from students itself. Teacher found that students' are less on vocabulary and grammar, students' free in using media electronic like smartphone, laptop and internet connection.

Based on the interview result, developing moodle e-learning media was needed. Teacher's problem in teaching writing was limited in time allocation. This was also bounded to explore students' learning activities. Based on problem and potentials above, students' need a learning media contained of moodle e-learning media that can be used learn material independently, wherever, and more effective.

B. The Process and the Effectiveness of the Development of Moodle E-learning Media to Teach Descriptive Text Writing

This research was intended to meet the development of procedures of moodle e-learning media. There are seven cycles in the procedure of development based on Borg and Gall model which the researcher took in this research. They were need analysis, planning, developing preliminary design of product, preliminary field testing, main product revision, main field testing and revision of product. Meanwhile, the developing of

moodle as software was based on the standard of international software development which used waterfall life cycle model. This model involved five steps. They were needs analysis, design, implementation, testing, also operation and maintenance. So the result of moodle e-learning media prototype was based on Borg and Gall model and it was matched by waterfall software model.

1. Need Analysis

Need analysis in the process of development of moodle e-learning media had been explained in the previous chapter (see page 75-76).

2. Planning

The next literature review concerned with the formulating of learning material descriptive text, lesson plan and validation instruments as the planning. The planning also concerned with the determining of users access field in this online media. There are two main users, admin also as teacher and students. Admin or teacher can access main page admin and manage student activity after logged in, and students accessed main page of moodle e-learning and learning activities.

The researcher purchased hosting and domain website. To access moodle e-learning media by internet, it was needed a domain and web hosting to put the program files in web server. The specification of domain and web hosting moodle e-learning media are as follow:

Table 4.1 Specification of moodle, domain and web hosting

Moodle Version	3.5.3
Domain	layla21.com
Disc Space	500 MB
MySQL Version	10.1.13-MariaDB
PHP Version	70
Operating System	Linux

3. Developing Step of the Preliminary Moodle e-learning Media

After collecting the data, the next step is developing step of the preliminary moodle e-learning media as supplement of learning, accommodated to core competence, basic competence, indicator, learning objectives, and syllabus based on 2013 curriculum. The process of making e-learning media with moodle as a learning supplement is to collect materials for the manufacture of media (images and material), after the materials are collected, product development is carried out which consist of several parts of material to form a power point.

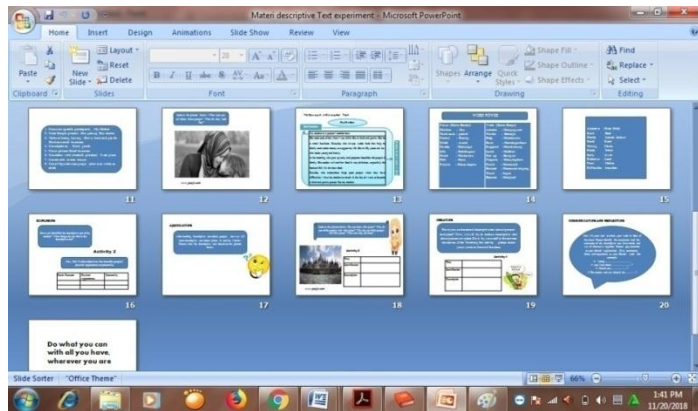
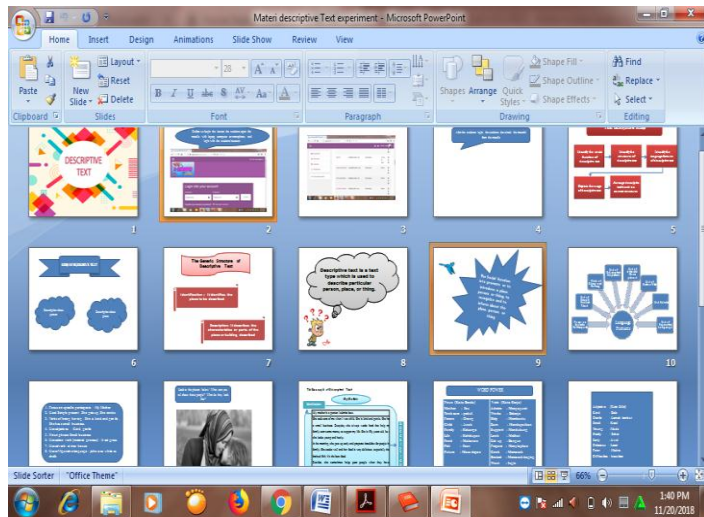


Figure 4.1 power point

After all of the components had been made, the media will be uploaded in moodle e-learning.

The next developing step was design and implementation of moodle e-learning media. It could be explained to be some interface pages of moodle e-

learning media as follow (see the appendix 23-30 for more figures); the front page of moodle e-learning media was the entry point for the user to the system. The function of this page was to provide login access to all users and provided general information on this website. After logged in the front page, user would go to course page.

a. **Interface design**

Interface design of each users access field is as follow :

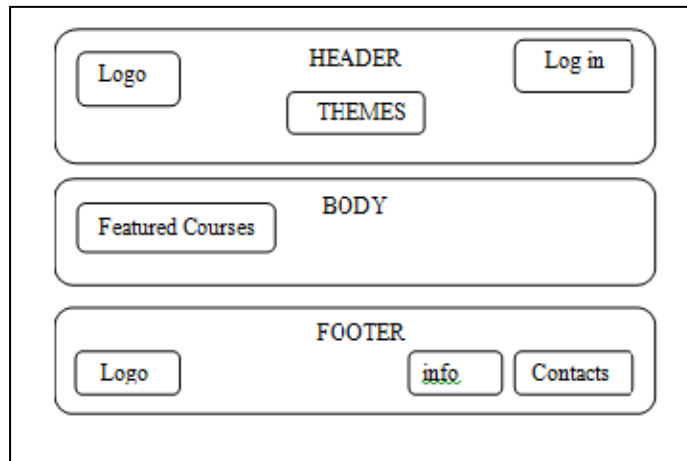


Figure 4.2 Front Page

The page was divided into three sections. The top was header of the page. It consisted of logo, the button of login and themes. The center was main course page, divided into featured the course. The bottom was footer of the page which contained logo, info, and contact info.

The user then continued to log in page. It would be delivered as follow:

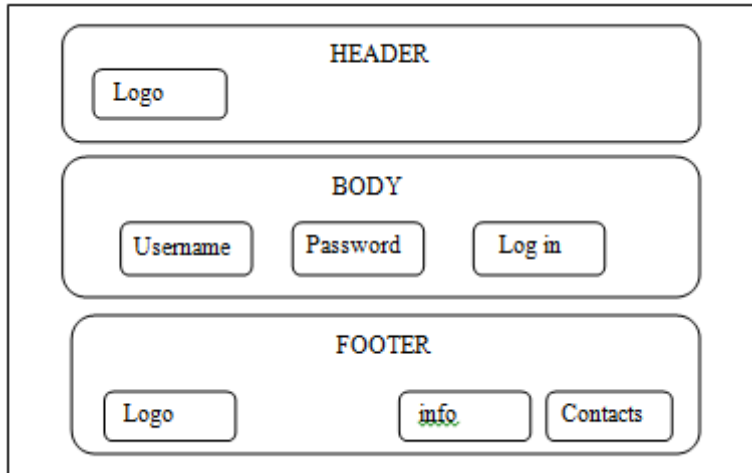


Figure 4.3 Front page after log in

The page was divided into three sections. The top was header of the page. It consisted of logo. The center was main course page, divided into featured username, password, and log in. The bottom was footer of the page which contained logo, info, and contact info.

After that the user continued to log in page based on the user access. They were admin or teacher. For each front page after they logged in would be delivered as follow:

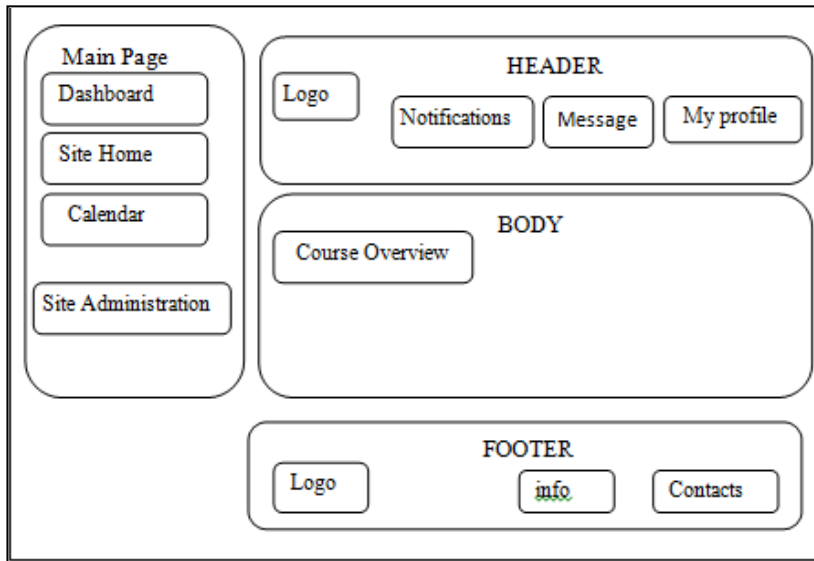


Figure 4.4 Admin or teacher front page

The page was divided into four sections. The first is main page, it consisted of dashboard, site home, calendar, site administration. The top is header of the page, it consisted of logo, notifications, message and my profile. The center was body page, divided into course overview. The bottom was footer of the page which contains of logo, info and contacts info.

The next user was students. He had same front page access with the teacher or admin access. The administrations setting of students had different content with the administration setting of teacher or admin.

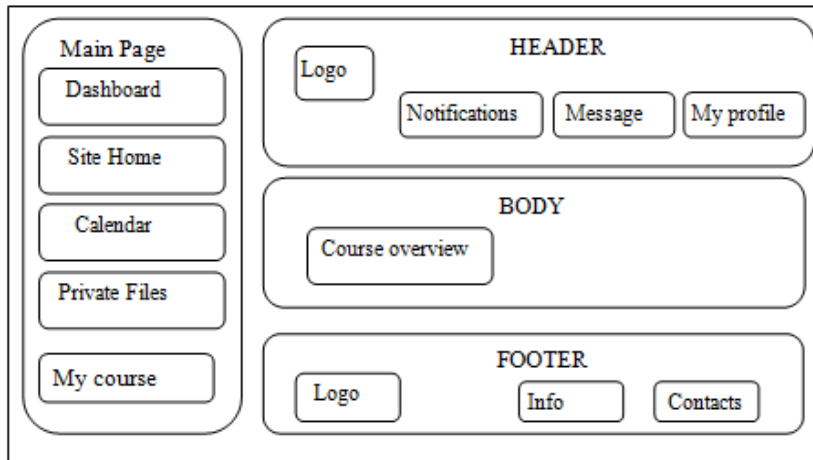


Figure 4.5 students front page

The page was divided into four sections. The first is main pages, it consisted of dashboard, site home, calendar, private files and my course. The top is header of the pages, it consisted of logo, notifications, message and my profile. The center was body page, divided into course overview. The bottom was footer of the page which contains of logo, info and contacts info.

a. Implementation

The implementation process was a step to realize the design which had been before. The front page of the website layla21.com used default moodle before it used a

new theme. Theme developed from theme is e-guru theme.

The captures of the site can be seen as below.

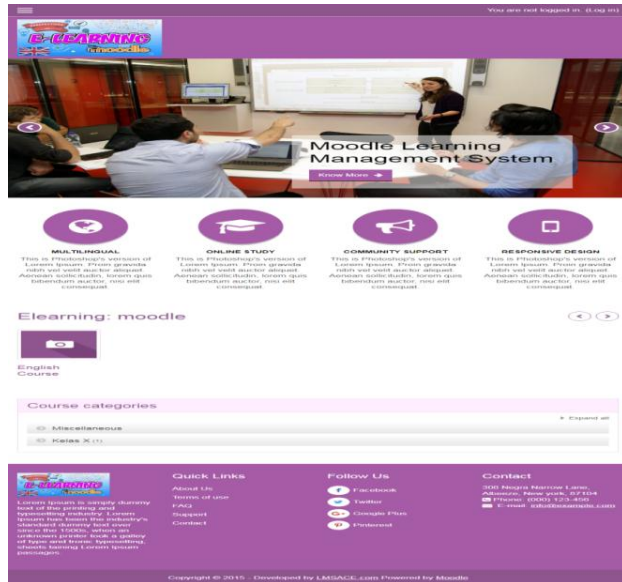


Figure 4.6 front page

The page was divided into three sections. The top was header of the page. It consisted of logo, the button of login and themes. The center was main course page, divided into featured the course. The bottom was footer of the page which contained logo, info, and contact info.

The user then continued to log in page. It would be delivered as follow:

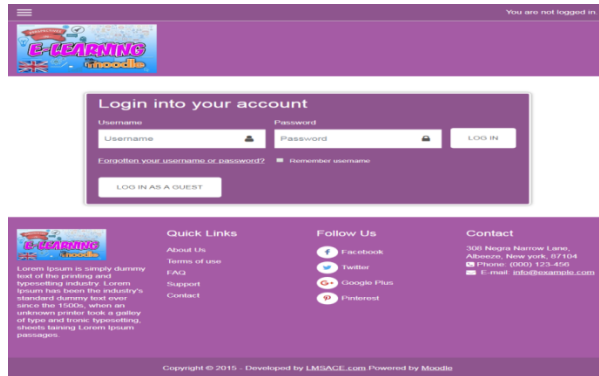


Figure 4.7 front page after login

The page was divided into three sections. The top was header of the page. It consisted of logo. The center was main course page, divided into featured username, password, and log in. The bottom was footer of the page which contained logo, info, and contact us.

After that the user continued to log in page based on the user access. They were admin or teacher. For each front page after they logged in would be delivered as follow:

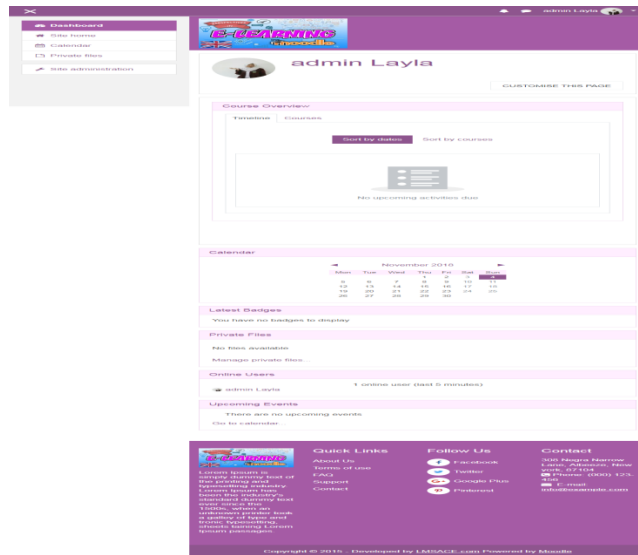


Figure 4.8 Admin or teacher front page

The page was divided into four sections. The first is main page, it consisted of dashboard, site home, calendar, site administration. The top is header of the page, it consisted of logo, notifications, message and my profile. The center was body page, divided into course overview, calendar, late badges, private files, online users, upcoming events. The bottom was footer of the page which contains of logo, info and contacts us.

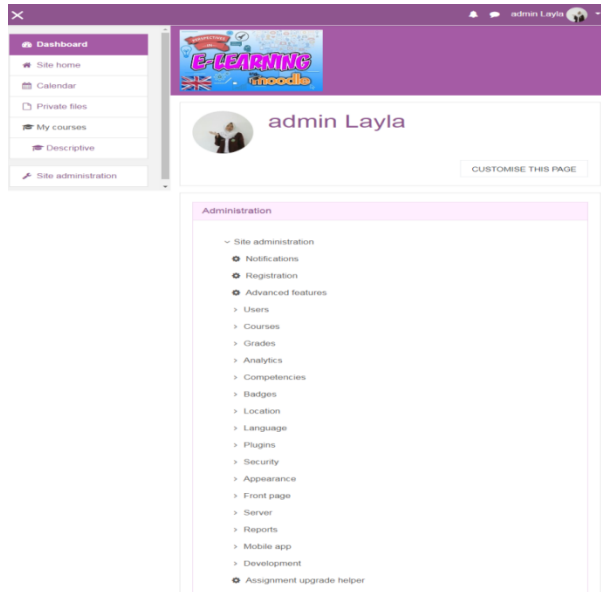


Figure. 4.9 admin or teacher’s blocks

Administration block were in the middle of main page. In the administration block, admin or teacher could manage everything on the site. And manage student’s activities. It was hidden from students,. It appeared on the front page. And each course’s home page by default. The bottom of the front page was footer which contained of logo, links and contacts info.

The next user was students. He had same front page access with the teacher or admin access. The administrations setting of students had different content with the administration setting of teacher or admin.

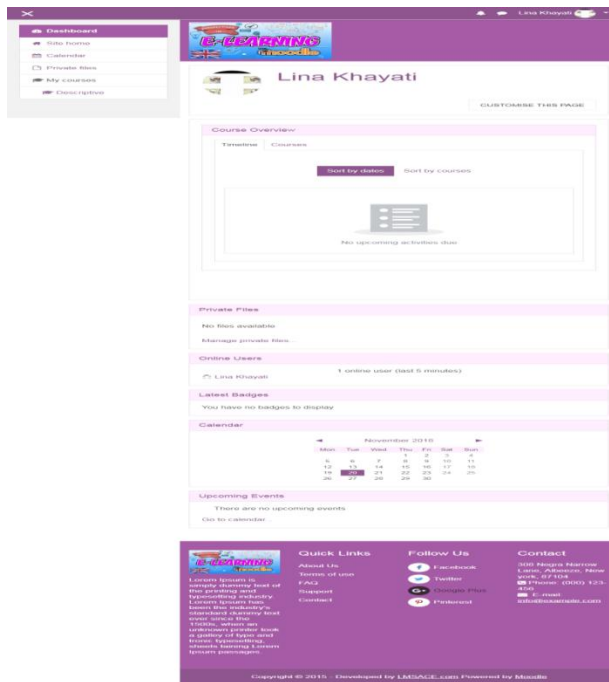


Figure. 4.10 students' front page

The page was divided into four sections. The first is main page, it consisted of dashboard, site home, calendar. The top is header of the pages, it consisted of logo, notifications, message and my profile. The center was body page, divided into course overview, private files, online users, late badges, calendar, upcoming events. The bottom was footer of the page which contains of logo, info and contacts info. The main page divided into dashboard, site home, calendar, private file, my course, descriptive.

b. Testing and Revision

After the moodle e-learning media was created in complete design, the next step was testing or expert validation. The material experts in this research were the teacher of English subject of MA. Tarbiyatul Banin Banat, Mr. Shodiq, M. Pd. The online media expert is the chief of PTIPDUIN Walisongo Semarang, Mrs. Wenty Dwi Yuniarti, S.Pd., M. Kom.

The average of the expert validation result was 79.1%. It was fair criteria and it could be used with some revisions. As for the part that needed revision would be described in the following table:

Table 4.2 Validation result of expert material

No	Criteria	V 1
1.	The matrial conformity with CC and BC	4
2.	The material accuracy	3
3.	The current matery	3
4.	The benefit to build up students' knowledge	4
5.	The language that use is clear	3
6.	The material validity	4
7.	The conformity of Noun, verb	3
8.	The supporter of presentation	4
9.	The material was presented well arranged	3
TOTAL		31
PERCENTAGE		86%
CRITERIA		Valid

Table 4.3 Validation result of expert Moodle e-learning

No	Criteria	V
		2
1.	The material presented through online media based on moodle suitable with syllabus	3
2.	The sequence or organization of content online media based on moodle is well	3
3.	The language that use is clear	3
4.	The image presented suitable with the topic in english language learning in the form of descriptive text	3
5.	The information presented in every topic clear and understandable	3
6.	The appearance of front page is good	2
7.	The appearance and course design suitable with the topic material	3
8.	The material was presented well arranged	3
9.	Can be accessed easily and quickly	3
TOTAL		26
PERCENTAGE		
CRITERIA		Valid Enough

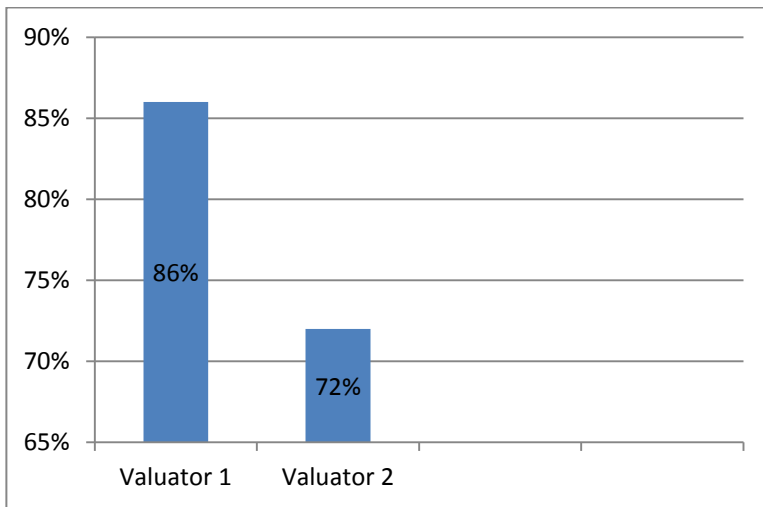


Figure 4.11 the percentage of validation result

The result showed that prototype of product was valid to be implemented in English learning process. However, the experts' validation gave some advices to revise the prototype of material and moodle. Here are the advices from expert validation:

1. The material validation (M. Shodiq, M. Pd)
 - a. It is better to give the description about their students' idol
2. The Moodle validation (Wenti Dwi Yuniarti, S.Pd, M. Kom)
 - a. Front pages needed to be organized and manage again "invalid" presented to the public because the text presented is still default.
 - b. On the activity management dashboard it doesn't appear, just 1 material, 1 assignment, it doesn't look like a real class yet.
 - c. From the presentation aspects, power point is very simple. Many pages that not be needed. The writing system,

especially font, size need to be repaired again. Avoiding the component that haven't relation with the material

- d. The activity options in learning need to be considered again. The suitable of the purpose of learning with the activity. For the descriptive text material, forum and chat is not suitable

4. Preliminary Field Testing of Moodle E-learning Media

The next step was preliminary field testing. The activities of the students in the preliminary field testing are conducting field trials in a small scale. the researcher took 6 students of X *PBS* which selected by some criteria through advice from the English teacher, those are 2 students' with high comprehension level, 2 students' with medium comprehension level, and 2 students' with low comprehension level.

The selection of criteria was intended to meet with students' feasibility and students' difficulty in utilizing moodle developed. Before implementing product, pre-test is conducted to figure out students' first condition in writing of descriptive text. The moodle developed was implemented in two meetings, which appropriates with the time allocation at SMK NU Ma'arif 01 Semarang. The researcher then divided students into 3 groups. Each group consisted of 2 students with different comprehension level.

The testing procedures are they logged into layla21.com. They used the username and passwords which had given by the teacher or admin. Then they edited their profiles. In the

descriptive course page, they download the material from moodle and then discussed the topic, learn the material, played the quiz and did the post test. After the students using moodle e-learning media, the researcher ask students to fill out the students perception to the moodle e-learning media.

In the first meeting, students' discussed about person, further, in the following meeting, students' learnt about place. Students' do the activity provided in the moodle group. However, each student should have their own work. In the end of the study, post-test was carry out to find whether there is significance between before and after the implementation of product developed. pre-test and post-test result shown in the table below:

Descriptives					
	Kelas		Statistic	Std. Error	
pre_test	Eksperiment	Mean		71.4000	1.79165
		95% Confidence Interval for Mean	Lower Bound	67.7022	
			Upper Bound	75.0978	
		5% Trimmed Mean		72.0556	
		Median		70.0000	
		Variance		80.250	
		Std. Deviation		8.95824	
		Minimum		45.00	
		Maximum		85.00	
		Range		40.00	
		Interquartile Range		15.00	
		Skewness		-1.073	.464
		Kurtosis		1.900	.902
	Control	Mean		56.3636	3.07169
		95% Confidence Interval for Mean	Lower Bound	49.9757	
			Upper Bound	62.7516	
		5% Trimmed Mean		55.4293	
		Median		53.5000	
		Variance		207.576	
		Std. Deviation		1.4407E1	
		Minimum		40.00	
		Maximum		90.00	
		Range		50.00	
		Interquartile Range		17.50	
		Skewness		1.000	.491
		Kurtosis		.223	.953

Figure 4.12 The score of pre-test in experiment class and control class

Descriptives					
	kelas			Statistic	Std. Error
post_test	Experiment	Mean		76.0400	2.34839
		95% Confidence Interval for Mean	Lower Bound	71.1932	
			Upper Bound	80.8868	
		5% Trimmed Mean		76.3778	
		Median		80.0000	
		Variance		137.873	
		Std. Deviation		1.17419E1	
		Minimum		50.00	
		Maximum		95.00	
		Range		45.00	
		Interquartile Range		12.50	
		Skewness		-.534	.464
		Kurtosis		.070	.902
	control	Mean		63.6364	2.03279
		95% Confidence Interval for Mean	Lower Bound	59.4089	
			Upper Bound	67.8638	
		5% Trimmed Mean		64.0404	
		Median		65.0000	
		Variance		90.909	
		Std. Deviation		9.53463	
		Minimum		45.00	
		Maximum		75.00	
		Range		30.00	
		Interquartile Range		12.50	
		Skewness		-.522	.491
		Kurtosis		-.583	.953

Figure 4.13 The score of post test in experiment class and control class

a) The score of initial ability (pre-test)

Based on the calculation of normality and homogeneity test from class X PBS as the experimental class and class X TKR 2 as the control class were normal distribution and homogeneous.

b) The score of final ability

From the data above we can conclude that there is significance score of experimental class was 76.04 which were higher than the result of control class was 63.63 the result which was indicated that student's writing skill is better after utilizing moodle developed than before utilizing it. The average score of experimental was 76.04 and standard deviation (s) was 1.1749E1.

The average score of control class was 63.63 and standard deviation (s) was 9.53463. teaching descriptive text writing at control class by students' handbook provided by government made the students do not understand and feel bored about the material, because they prefer used something new in teaching process.

Beside post-test, students were asked to give their perspective of moodle developed through questionnaire. There were 15 questions to find out students' feasibilities and their difficulties after being implemented by moodle developed. The result shown that all of aspect has reached good criteria.

5. Main Moodle E-learning Media Revision

Revision of product is needed before it will be implemented in the learning process. the revision of prototype product were conducted based on the advices of experts' validation. The revisions were as follow:

- a. It is better to give the description about their students' idol.
The appearance of material before and after being revised shown in the picture 4.15

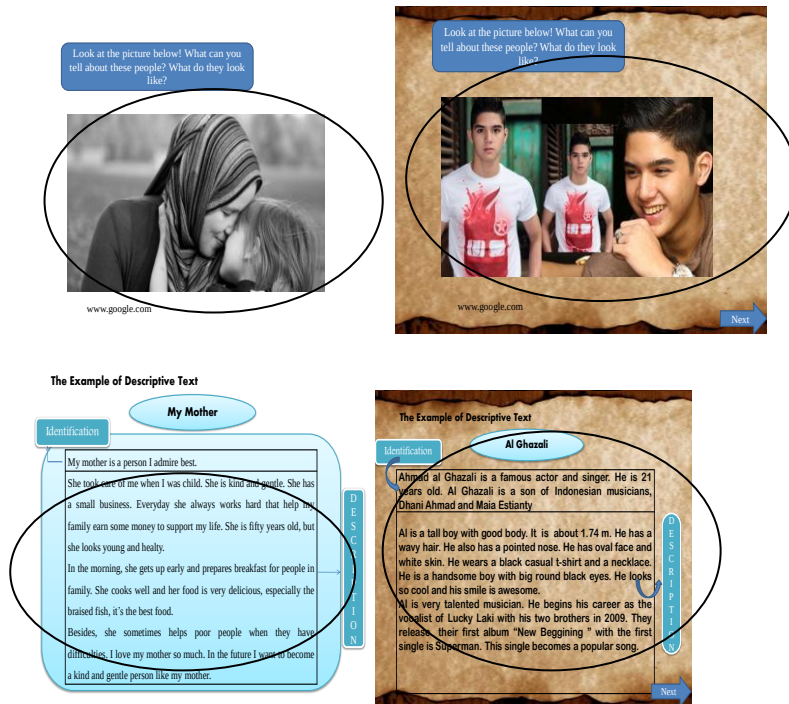


Figure 4.14 (a) the material appearance before revision, (b) the material appearance after revision

- b. Front pages needed to be organized and manage again
"invalid" presented to the public because the text presented is still default.

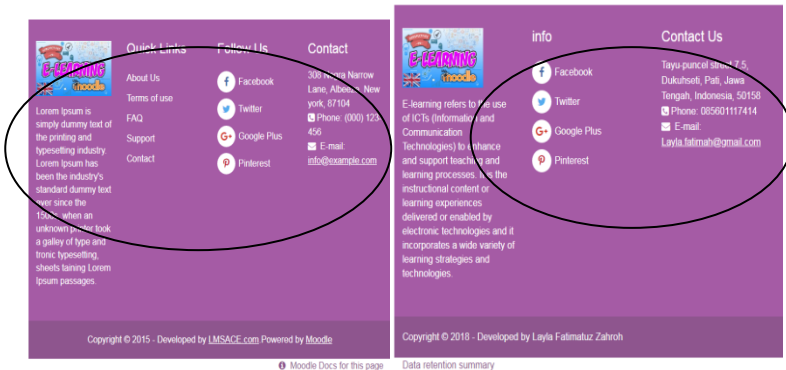


Figure 4.15 (a)Moodle front page footer appearance before revision, (b) Moodle front page footer appearance after revision.

- c. On the activity management dashboard it doesn't appear, just 1 material, 1 assignment, it doesn't look like a real class yet.

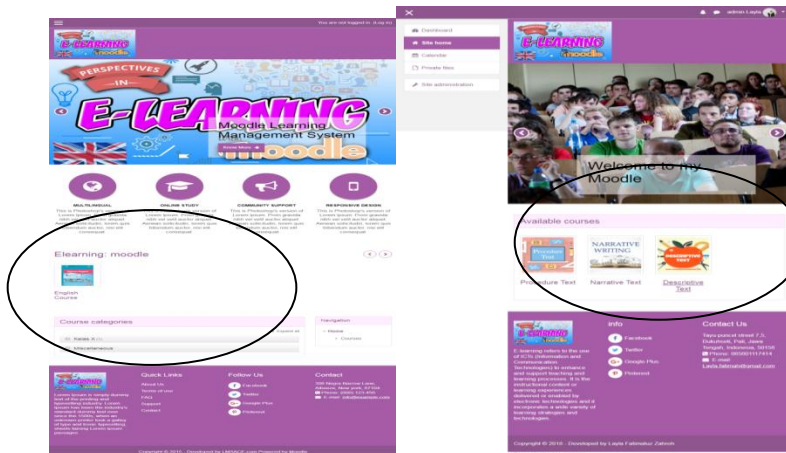


Figure 4.16 (a) moodle activity management dashboard before revision, (b) moodle activity management dashboard after revision.

- d. From the presentation aspects, power point is very simple. Many pages that not be needed. The writing system,

Noun (Kata Benda)	Verb (Kata Kerja)
Mother : Ibu	Admire : Mengagumi
Took care : peduli	Works : Bekerja
Person : Orang	Help : Membantu
Child : Anak	Earn : Mendapatkan
Family : Keluarga	Support : Mendukung
Life : Kehidupan	Look : Melihat
Food : Makanan	Get up : Bangun
Fish : Ikan	Prepare : Menyiapkan
Future : Masa depan	Cook : Memasak
	Braised : Memasak daging
	Want : Ingin
	Become : Menjadi

Adjective	(Kata Sifat)
Kind	: Baik
Gentle	: Lemah lembut
Small	: Kecil
Young	: Muda
Healthy	: Sehat
Early	: Awal
Delicious	: Lezat
Poor	: Miskin
Difficulties	: kesulitan

**Do what you can
with all you have,
wherever you are**

Figure 4.18 deleted

- e. Activity options in learning need to be considered again. The suitability of the purpose of learning with the activity. For the descriptive text material, forum and chat is not suitable

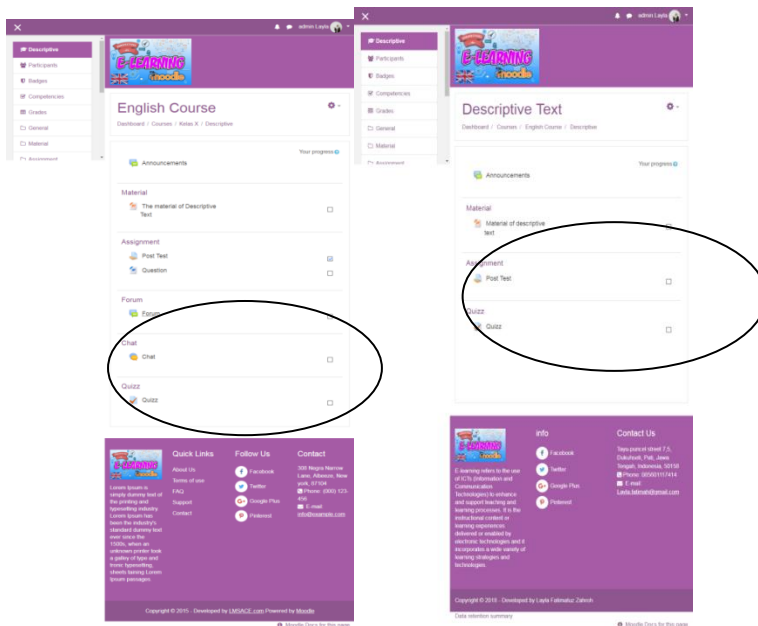


Figure 4. 19 (a) before revision, (b) after revision deleted.

6. Result of Main Field Testing

The subject of main field testing was class X PBS which consisted of 25 students. The average result of student's

questionnaire response was 86.4 % (excellent). So, the moodle e-learning media was valid or suitable for them. The supporting data was taken from their scores. The score could be described as follow. The average score that they got in pre test was 71.40. In the post-test of descriptive text writing, they got the average score was 76.04. The student's score after they learned descriptive text by using moodle e-learning media was increased. They can also pass the minimum score (KKM).It can be concluded that moodle e-learning media was valid and suitable for them.

7. Revision of moodle

Some revisions of moodle e-learning media were conducted to meet with the feasibility and the suitability of moodle developed. The result of post test was higher than pre-test. This condition was supported.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of research and discussion, it can be summarized in two topics are as follow:

The quality of existing moodle e-learning media to teach writing of descriptive text was 86.4% based on need analysis.

The development of moodle e-learning media had been done through research based design in the following procedures: 1) need analysis 2) planning 3) developing preliminary moodle e-learning media 4) preliminary field testing of moodle e-learning media 5) moodle e-learning revision 6) main field testing of moodle e-learning media 7) revision of product.

The effectiveness of moodle developed was measured by using expert validation, the result of pre-test and post-test. The validation result of moodle developed from the valuator 1 was 86 % and from the valuator 2 was 72.2% , furthermore, the pre-test and post-test value showed 71.40 and 76.04 and which indicated that there was significant difference before and after the moodle being implemented. Students' perception of moodle developed reached 86.4% that showed valid to be implemented.

B. Suggestion

This research was intended to develop new English learning source which can facilitate students' in English learning process. According to that, this research is need further investigations to obtain English moodle with better quality.

In modern era, as a teacher must be more creative to employ technology media in teaching learning process because the knowledge always develop. Technology can be able to make to make the learning process easier and structured well. Otherwise, the students' characteristic are always changed.

The teacher also must create enjoyable, fun and interesting atmosphere. Because the enjoyment is the basic modal that has to be noticed in order to get students' attention in learning. So, the students' are interested in learning. The teacher can create an interactive situation by using moodle e-learning media. By using this medium, students do not only pay attention to the material but also they can interact with the teacher and other friends. The learning process is not only inside the class but also outside the class, because learning is without limited time and place. If the students have high interest, it would not b difficult for the teacher to teach the lesson.

This research need to the next developmental research. The moodle e-learning media will be developed by completing content of the categories or class in the website. So, all the categories can be access in complete feature for the students of senior high school for each grade.

In this research, the researcher just did some steps in research and developing steps of this online media. It is needed until the last step of developing product in wider area. In addition, this online media design need an update version based on each new moodle version to be developed.

Thus, this thesis is served to the readers. The researcher realizes that it still less perfect. The researcher hopes any suggestions and criticism to make it perfect. The researcher hopes that it can be useful to the readers. Amen.

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Appendix 1

The Students' Name List of Preliminary Field Test in The Small-Scale Group

No	Name	Code
1.	Ainun Nurul Afifah	T-1
2.	Atik	T-2
3.	Diyas Ambarwati	T-3
4.	Fika Ananta Defi	T-4
5.	Ika Nurmaya Maulina	T-5
6.	Sintiawati	T-6

Appendix 2

The Students' Name List of X TKR 2 (Control Class) at SMK NU Ma'arif 01 Semarang

No	Name	Code
1.	Adivian Tri Junianto	C-1
2.	Al Chavit	C-2
3.	Bima Prasetyo	C-3
4.	Dinur Islamet Mahargita	C-4
5.	Doni Agus Setiawan	C-5
6.	Dzaky Iyan Zhafran	C-6
7.	Excel Setiawan	C-7
8.	Febry Adnan Maulana	C-8
9.	Inan Asgaf	C-9
10.	Ivan Gilang Ramadhan	C-10
11.	Labib Qais Muhtarom	C-11
12.	Muhammad Fikri Ghufro	C-12
13.	M. Rafli	C-13
14.	Miko Arianto	C-14
15.	Mohamad Divano	C-15
16.	Muchammad Arifana Fahrizal	C-16
17.	Rendry Arifano Setya	C-17
18.	Rizal Fahroel Bachtiar	C-18
19.	Santos Aji Panuntun	C-19
20.	Slamet Octa Rifai	C-20
21.	Tegar Ardana N	C-21
22.	Yoga Krisna Pratama	C-22

Appendix 3

The Students' Name List of X PBS (Experimental Class) at SMK NU Ma'arif 01 Semarang

No	Name	Code
1.	Adit Dwi Pramana	E-1
2.	Ainnun Nurul Afifah	E-2
3.	Ananda putri Mustofa	E-3
4.	Angelita Hanafi	E-4
5.	Atik	E-5
6.	Diyas Ambarwati	E-6
7.	Fika Ananta Defi	E-7
8.	Fitri Nur Halisah	E-8
9.	Fitriani Nurul Hikmah	E-9
10.	Herlina	E-10
11.	Ika Nurmaya Maulina	E-11
12.	Isna Suci Sulistiana	E-12
13.	Kiki Valentina	E-13
14.	Lina Khayati	E-14
15.	Mukhammad Dewa Sakti	E-15
16.	Nela Anjani	E-16
17.	Putri Lidia Astuti	E-17
18.	Rif'atul Kurniawati	E-18
19.	Santi Diah Sartika	E-19
20.	Sintia Wati	E-20
21.	Sitta Octaviani	E-21
22.	Ulfah Nur Faizah	E-22
23.	Vidiya	E-23
24.	Yuliani Nur Wakhidah	E-24
25.	Jiny Aulia Fatikasari	E-25

Appendix 4

The Schedule of the Research

No	Date	Activities
1.	On Monday, 27 th of August 2018	Asking permission at SMK Nu Ma'arif 01 Semarang
2.	On Monday, 28 th of August 2018	Conducting problem and potentials at the eleventh grade students and English teacher
3.	On Friday, 14 th of September 2018	Pre-test of small scale- G\group
4.	On Monday, 17 th of September 2018	Preliminary field testing (implementing module developing small scale-group) and post-test
5.	On Monday, 24 th of September 2018	Pre-test of both Experimental and Control class
6.	On Monday, 26 th of September 2018	Treatment in Experimental class and Control class
7.	On Monday, 8 th of October 2018	Post-test for Experimental and Control class

Appendix 5

Pre-Test score between Experimental Class and Control Class

SCORE PRE-TEST BETWEEN					
EXPERIMENTAL			CONTROL		
No	Code	Score	No	Code	Score
1.	E-1	45	1.	C-1	55
2.	E-2	80	2.	C-2	60
3.	E-3	65	3.	C-3	50
4.	E-4	65	4.	C-4	75
5.	E-5	65	5.	C-5	45
6.	E-6	80	6.	C-6	55
7.	E-7	80	7.	C-7	75
8.	E-8	70	8.	C-8	40
9.	E-9	70	9.	C-9	60
10.	E-10	75	10.	C-10	70
11.	E-11	80	11.	C-11	50
12.	E-12	80	12.	C-12	50
13.	E-13	70	13.	C-13	55
14.	E-14	70	14.	C-14	90
15.	E-15	75	15.	C-15	85
16.	E-16	75	16.	C-16	40
17.	E-17	80	17.	C-17	45
18.	E-18	65	18.	C-18	50
19.	E-19	65	19.	C-19	55
20.	E-20	70	20.	C-20	45
21.	E-21	85	21.	C-21	60
22.	E-22	70	22.	C-22	40
23.	E-23	55			
24.	E-24	80			
25.	E-25	70			
SUM		1785	SUM		1250
N		25	N		22
$\bar{X}$		71,40	$\bar{X}$		56.3636
Variance (s^2)		80.250	Variance (s^2)		207.576
Standar		8.95824	Standard		1.4407E1

d Deviation (s)		Deviation (s)	
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Appendix 6

Post-Test score between Experimental Class and Control Class

SCORE POST-TEST BETWEEN					
EXPERIMENTAL			CONTROL		
No	Code	Score	No	Code	Score
1.	E-1	80	1.	C-1	65
2.	E-2	65	2.	C-2	65
3.	E-3	80	3.	C-3	70
4.	E-4	55	4.	C-4	50
5.	E-5	80	5.	C-5	55
6.	E-6	75	6.	C-6	60
7.	E-7	75	7.	C-7	75
8.	E-8	85	8.	C-8	60
9.	E-9	75	9.	C-9	55
10.	E-10	70	10.	C-10	70
11.	E-11	85	11.	C-11	60
12.	E-12	90	12.	C-12	75
13.	E-13	80	13.	C-13	60
14.	E-14	95	14.	C-14	75
15.	E-15	80	15.	C-15	45
16.	E-16	60	16.	C-16	75
17.	E-17	95	17.	C-17	70
18.	E-18	70	18.	C-18	60
19.	E-19	70	19.	C-19	65
20.	E-20	50	20.	C-20	70
21.	E-21	75	21.	C-21	75
22.	E-22	90	22.	C-22	45
23.	E-23	80			
24.	E-24	70			
25.	E-25	80			
SUM		1901	SUM		1400
N		25	N		22
$\bar{X}$		76,04	$\bar{X}$		63,64
Variance (s^2)		137.873	Variance (s^2)		90,909

Standar d Deviation (s)	11.742	Standard Deviation (s)	9.535
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Appendix 7

The Result of Pre-Test and Post-Test in Small Scale

Descriptives					
	kelas			Statistic	Std. Error
nilai	pre_test	Mean		67.5000	3.35410
		95% Confidence Interval for Mean	Lower Bound	58.8780	
			Upper Bound	76.1220	
		5% Trimmed Mean		67.2222	
		Median		65.0000	
		Variance		67.500	
		Std. Deviation		8.21584	
		Minimum		60.00	
		Maximum		80.00	
		Range		20.00	
		Interquartile Range		16.25	
		Skewness		.811	.845
		Kurtosis		-1.029	1.741
	post_test	Mean		78.3333	2.10819
		95% Confidence Interval for Mean	Lower Bound	72.9141	
			Upper Bound	83.7526	
		5% Trimmed Mean		78.4259	
		Median		80.0000	
		Variance		26.667	
		Std. Deviation		5.16398	
		Minimum		70.00	
		Maximum		85.00	
		Range		15.00	
		Interquartile Range		7.50	
		Skewness		-.666	.845
		Kurtosis		.586	1.741

Tests of Normality

kelas		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
nilai	pre_test	.286	6	.136	.863	6	.201
	post_test	.293	6	.117	.915	6	.473

a. Lilliefors Significance Correction

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
nilai	Based on Mean	2.041	1	10	.184
	Based on Median	.738	1	10	.411
	Based on Median and with adjusted df	.738	1	8.940	.413
	Based on trimmed mean	1.803	1	10	.209

T-test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pre_test	67.5000	6	8.21584	3.35410
	post_test	78.3333	6	5.16398	2.10819

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	pre_test & post_test	6	.471	.345

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	pre_test - post_test	-1.08333E1	7.35980	3.00463	-18.55697	-3.10970	-3.606	5	.015

Appendix 8

Normality, Homogeneity, and T-Test of Pre-Test in Control and Experiment Class

Descriptives					
	Kelas		Statistic	Std. Error	
pre_test	Experiment	Mean		71.4000	1.79165
		95% Confidence Interval for Mean	Lower Bound	67.7022	
			Upper Bound	75.0978	
		5% Trimmed Mean		72.0556	
		Median		70.0000	
		Variance		80.250	
		Std. Deviation		8.95824	
		Minimum		45.00	
		Maximum		85.00	
		Range		40.00	
		Interquartile Range		15.00	
		Skewness		-1.073	.464
		Kurtosis		1.900	.902
	Control	Mean		56.3636	3.07169
		95% Confidence Interval for Mean	Lower Bound	49.9757	
			Upper Bound	62.7516	
		5% Trimmed Mean		55.4293	
		Median		53.5000	
		Variance		207.576	
		Std. Deviation		1.4407E1	
		Minimum		40.00	
		Maximum		90.00	
		Range		50.00	
		Interquartile Range		17.50	
		Skewness		1.000	.491
		Kurtosis		.223	.953

Tests of Normality

Kelas	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
pre_test experiment	.158	25	.109	.891	25	.012
control	.174	22	.081	.890	22	.018

a. Lilliefors Significance Correction

Test of Homogeneity of Variances

Test of Homogeneity of Variances

pre_test

Levene Statistic	df1	df2	Sig.
3.887	1	45	.055

ANOVA

pre_test

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2488.217	1	2488.217	18.197	.000
Within Groups	6153.273	45	136.739		
Total	8641.489	46			

t-test

Group Statistics

kelas	N	Mean	Std. Deviation	Std. Error Mean
pre_test experiment	25	71.4000	8.95824	1.79165
control	22	56.8182	14.18798	3.02489

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	t	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
pre_test Equal variances assumed	3.887	.055	4.266	45	.000	14.58182	3.41833	7.69694	21.46669	
Equal variances not assumed			4.148	34.594	.000	14.58182	3.51567	7.44163	21.72201	

Appendix 9

Normality, Homogeneity, and T-Test of Post-Test in Control and Experiment Class

Descriptives					
	Kelas			Statistic	Std. Error
post_test	experiment	Mean		76.0400	2.34839
		95% Confidence Interval for Mean	Lower Bound	71.1932	
			Upper Bound	80.8868	
		5% Trimmed Mean		76.3778	
		Median		80.0000	
		Variance		137.873	
		Std. Deviation		1.17419E1	
		Minimum		50.00	
		Maximum		95.00	
		Range		45.00	
		Interquartile Range		12.50	
		Skewness		-.534	.464
		Kurtosis		.070	.902
	Control	Mean		63.6364	2.03279
		95% Confidence Interval for Mean	Lower Bound	59.4089	
			Upper Bound	67.8638	
		5% Trimmed Mean		64.0404	
		Median		65.0000	
		Variance		90.909	
		Std. Deviation		9.53463	
		Minimum		45.00	
		Maximum		75.00	
		Range		30.00	
		Interquartile Range		12.50	
		Skewness		-.522	.491
		Kurtosis		-.583	.953

Tests of Normality

kelas		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
post_test	experimen	.152	25	.139	.942	25	.163
	control	.157	22	.170	.912	22	.051

a. Lilliefors Significance Correction

Test of Homogeneity of Variances

post_test

Levene Statistic	df1	df2	Sig.
.341	1	45	.562

ANOVA

post_test

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1788.781	1	1788.781	15.306	.000
Within Groups	5259.091	45	116.869		
Total	7047.872	46			

T-test

Group Statistics

kelas		N	Mean	Std. Deviation	Std. Error Mean
post_test	experimen	25	76.0400	11.74195	2.34839
	control	22	63.6364	9.53463	2.03279

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
post_test	Equal variances assumed	.320	.574	3.940	45	.000	12.40364	3.14786	6.06352	18.74375
	Equal variances not assumed			3.993	44.736	.000	12.40364	3.10599	6.14683	18.66044

Appendix 10

Students' Need Analysis Result

NO	QUESTION	PERCENTAGE
1.	Do you like English lesson?	Yes :52% No :48%
2.	What skill do you feel difficult to be mastered in English?	Listening : 28% Reading : 20% Writing : 32% Speaking : 20%
3.	In your opinion, is writing English text difficult?	Yes : 72% No : 28%
4.	What problems did you face in writing English text?	A. 48% B.40% C.12% D.0 Note: A: Lack of vocabulary B: Do not understand about the structure of writing English text C: English text example which is learnt can't be found in daily live. D: Oher answers,.....
5.	In English subject, do you know descriptive text material?	Yes : 88% No : 12%
6.	Based on your opinion, is writing of descriptive text difficult?	Yes : 68% No : 32%
7.	What learning source do you use in learning English?	A: 16% B: 56% C: 16% D:8% E: 4% Note: A: Electronic students' handbook (BSE) B: Handbook C: Students' work sheet

		(LKS) D: Internet E: Other Answers :.....
8.	What methods which is used by teachers in delivering descriptive text?	A: 48% B: 8% C: 40% D: 8% E: 4% Note: A : Lecturing B : Game C : Discussion D : Demonstration E : Other answers,.....
9.	Do you feel interesting with the method?	Yes : 60% No : 40%
10.	Is there connection internet facility at this school?	Yes : 92% No : 8%
11.	Is there learning process that use internet?	Yes : 60% No : 40%
12.	Is there during learning process the student allowed to bring laptop?	Yes : 48% No : 52%
13.	Do you know about moodle?	Yes : 16% No : 84%
14.	Do you agree if there is a learning source based internet about descriptive text?	Yes : 96% No : 4%
15.	Do you agree if there is a learning media based on e-learning especially moodle about descriptive text writing?	Yes : 96% No : 4%

Appendixes 11

THE PERCENTAGE COMPUTATION OF STUDENTS' PERCEPTION QUESTIONNAIRE RESULT IN BIG-SCALE GROUP

- $$\text{Score (\%)} = \frac{\text{total score of students answer}}{\text{maximum score}} \times 100\%$$
1. $\text{Score (\%)} = \frac{\text{total score of students answer}}{\text{maximum score}} \times 100\% = \frac{25}{25} \times 100 \% = 100\%$
 2. $\text{Score (\%)} = \frac{\text{total score of students answer}}{\text{maximum score}} \times 100\% = \frac{7}{25} \times 100 \% = 28\%$
 3. $\text{Score (\%)} = \frac{\text{total score of students answer}}{\text{maximum score}} \times 100\% = \frac{25}{25} \times 100 \% = 100\%$
 4. $\text{Score (\%)} = \frac{\text{total score of students answer}}{\text{maximum score}} \times 100\% = \frac{25}{25} \times 100 \% = 100\%$
 5. $\text{Score (\%)} = \frac{\text{total score of students answer}}{\text{maximum score}} \times 100\% = \frac{24}{25} \times 100 \% = 96\%$
 6. $\text{Score (\%)} = \frac{\text{total score of students answer}}{\text{maximum score}} \times 100\% = \frac{19}{25} \times 100 \% = 76 \%$
 7. $\text{Score (\%)} = \frac{\text{total score of students answer}}{\text{maximum score}} \times 100\% = \frac{21}{25} \times 100 \% = 84 \%$
 8. $\text{Score (\%)} = \frac{\text{total score of students answer}}{\text{maximum score}} \times 100\% = \frac{23}{25} \times 100 \% = 92 \%$
 9. $\text{Score (\%)} = \frac{\text{total score of students answer}}{\text{maximum score}} \times 100\% = \frac{19}{25} \times 100 \% = 76\%$
 10. $\text{Score (\%)} = \frac{\text{total score of students answer}}{\text{maximum score}} \times 100\% = \frac{22}{25} \times 100 \% = 88\%$
 11. $\text{Score (\%)} = \frac{\text{total score of students answer}}{\text{maximum score}} \times 100\% = \frac{23}{25} \times 100 \% = 92\%$
 12. $\text{Score (\%)} = \frac{\text{total score of students answer}}{\text{maximum score}} \times 100\% = \frac{22}{25} \times 100 \% = 88\%$
 13. $\text{Score (\%)} = \frac{\text{total score of students answer}}{\text{maximum score}} \times 100\% = \frac{21}{25} \times 100 \% = 84\%$
 14. $\text{Score (\%)} = \frac{\text{total score of students answer}}{\text{maximum score}} \times 100\% = \frac{24}{25} \times 100 \% = 96 \%$
 15. $\text{Score (\%)} = \frac{\text{total score of students answer}}{\text{maximum score}} \times 100\% = \frac{24}{25} \times 100 \% = 96\%$

So, the final score gained from students' perception result as follow:

$$\text{Score (\%)} = \frac{\text{total score of students answer}}{\text{maximum score}} \times 100\% = \frac{324}{375} \times 100 \% = 86, 4 \%$$

Based on the students' perception questionnaire result, the moodle is valid to be implemented

Appendix 12

The Computation Result of Students' Perception Questionnaire

No	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	1	1	1	1	0	0	1	1	0	1	1	1	0	1	11
2	1	0	1	1	1	1	1	1	1	1	1	1	1	1	14
3	1	0	1	1	1	1	0	1	1	1	1	0	1	1	12
4	1	1	1	1	1	1	1	1	1	0	0	1	1	1	13
5	1	1	1	1	1	0	1	1	0	1	1	1	1	1	13
6	1	0	1	1	1	1	1	1	1	1	1	1	1	1	14
7	1	1	1	1	1	1	0	1	1	0	1	1	1	1	13
8	1	0	1	1	1	1	1	1	1	1	1	1	1	1	14
9	1	1	1	1	1	1	0	1	1	1	1	1	0	1	13
10	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15
11	1	0	1	1	1	1	1	1	1	1	1	1	1	1	14
12	1	1	1	1	1	0	1	1	0	1	1	1	1	1	13
13	1	1	1	1	1	1	1	1	1	0	1	1	1	1	14
14	1	0	1	1	1	1	1	1	1	1	1	1	1	1	14
15	1	1	1	1	1	1	1	1	1	1	1	1	1	1	13
16	1	0	1	1	1	1	1	1	1	1	1	1	0	1	14
17	1	0	1	1	1	1	1	1	1	1	1	1	1	1	14
18	1	0	1	1	1	1	1	1	1	1	1	1	1	1	14
19	1	1	1	1	1	1	1	1	0	1	1	0	1	1	13
20	1	0	1	1	1	1	1	1	1	1	1	1	1	1	14
21	1	0	1	1	1	1	1	1	0	1	1	1	1	0	12
22	1	0	1	1	1	1	1	1	1	1	1	1	1	1	14
23	1	0	1	1	0	1	0	0	1	1	1	1	1	1	13
24	1	1	1	1	1	0	1	1	0	1	1	0	1	1	12
25	1	1	1	1	1	1	0	0	1	1	0	1	0	1	10
Total score of students' answer	25	13	25	25	24	19	21	23	19	22	23	22	21	24	24
%	100%	52%	100%	100%	96%	76%	84%	92%	76%	88%	92%	88%	84%	96%	96%
Criteria	excell ent	wors t	excell ent	excell ent	exce llent	good	good	excele nt	good	exce llent	exce llent	exce llent	good	exce llent	exce llent

Appendix 13

Declaration of Validity SURAT PERNYATAAN VALIDASI

Saya yang bertanda tangan di bawah ini :

Nama :

Nip :

Instansi :

Alamat Instansi :

Alamat Rumah :

Menyatakan bahwa saya telah memberikan penilaian dan masukan pada “Moodle e-learning Bahasa Inggris pada Materi Menulis Text Descriptive” yang disusun oleh

Nama : Layla Fatimatutz Zahroh

Nim : 1403046008

Jurusan : Pendidikan Bahasa Inggris

Fakultas : Ilmu Tarbiyah dan Keguruan

Harapan saya, penilaian dan masukan yang diberikan dapat digunakan untuk menyempurnakan tugas skripsi mahasiswa yang bersangkutan.

Semarang, December 2018

Validator

.....

NIP.

Appendix 14

Instrument Validation of Material Developed

INSTRUMENT VALIDASI PENGEMBANGAN MOODLE E-LEARNING PADA MATERI MENULIS TEKS DESKRIPTIF KELAS X SMK NU MA'ARIF 01 SEMARANG

A. Pengantar

Berkaitan dengan pelaksanaan pengembangan moodle pembelajaran Bahasa Inggris pada materi menulis teks deskriptif kelas X SMK NU MA'ARIF 01 SEMARANG, maka penulis bermaksud mengadakan validasi moodle pembelajaran ini. Oleh karena itu, di mohon kesediaan Bapak/Ibu untuk mengisi angket validasi moodle ini. Tujuan dari pengisian angket adalah untuk mengetahui kesesuaian pemanfaatan moodle dan sebagai pengukuran kelayakan moodle sehingga layak digunakan dalam kegiatan pembelajaran. Penulis sampaikan terima kash atas kesediaan Bapak/Ibu sebagai validator untuk modul ini.

B. Identitas Ahli

Nama :
NIP :
Instansi :
Pendidikan :

C. Petunjuk Penilaian

1. Sebelum mengisi angket ini, mohon ibu terlebih dahulu melihat atau mempelajari moodle yang dikembangkan.
2. Berilah tanda centang (✓) pada kolom yang sesuai dengan penilaian Bapak/ibu dengan ketentuan sebagai berikut:
4 = sangat baik
3 = baik
2 = kurang
1 = sangat kurang
3. Mohon Bapak/Ibu memberikan kritik dan saran pada lembar yang disediakan.
4. Kecermatan Bapak/Ibu dalam penilaian ini sangat penulis harapkan

D. Indikator Instrumen Validasi

No	Aspect	Indicators	Number	Numbers
1.	Content feasibility aspect	a. Conformity with the formulation of the basic competences and core competences b. The accuracy of the material c. The current of the material d. The benefit to build up students' knowledge	1,2,3,4,	4
2.	Language feature aspect	a. The clarity of information b. The conformity of language feature c. su	5,6	2
3.	Aspect of appearance	a. Appearance favour b. Learning appearance c. The suitability with noun verb	7,8,9	3

E. Lembar Penilaian

No	Aspek yang dinilai	Skala penilaian				
		4	3	2	1	Skor
1.	Materi pembelajaran yang disajikan sesuai dengan KI, KD.					
2.	Keakuratan materi					
3.	Kemutakhiran materi					
4.	Manfaat untuk menambah wawasan					

	pengetahuan					
5.	Bahasa yang digunakan mudah dimengerti dan jelas					
6.	Kealayaan penyajian materi					
7.	Kesesuaian dengan subject, verb					
8.	Pendukung penyajian					
9.	Materi yang disajikan telah dirangkai dengan baik					

F. Catatan

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G. Kesimpulan

Media pembelajaran berbentuk moodle pembelajaran Bahasa Inggris pada materi menulis teks deskriptif kelas X SMK / MA/SMA ini dinyatakan*):

No	Kriteria Validasi	Tingkat validasi
1.	85,01%- 100%	Valid (bisa digunakan tanpa revisi)
2.	70,01%-85%	Cukup (bisa digunakan dengan sedikit revisi)
3.	50,01%-70%	Kurang (dianjurkan untuk tidak digunakan karena membutuhkan banyak revisi)
4.	1%-50%	Tidak Valid (Tidak bisa digunakan)

*) Lingkari salah satu

Semarang, ...2018

.....
NIP.

Validation Result From Expert Validation 1

Validation Result of Valuator 1 (M. Shodiq, M. Pd)

No	Criteria	1	2	3	4	Score
1.	The matrial conformity with CC and BC				√	4
2.	The material accuracy			√		3
3.	The current matery			√		3
4.	The benefit to build up students' knowledge				√	4
5.	The language that use is clear			√		3
6.	The material validity				√	4
7.	The conformity of Noun, verb				√	3
8.	The supporter of presentation				√	4
9.	The material was presented well arranged			√		3
TOTAL		31				
SCORE		$\frac{\text{total score were obtained}}{\text{maximum score (36)}} \times 100\%$				
SCORE		$\frac{31}{36} \times 100\% = 86\%$				

The Advice of Expert Validation 1

F. Catatan

Sebaiknya di beri contoh yang di tulis siswa.
Misalnya mendeskripsikan bola basket.

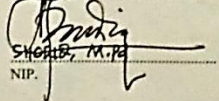
G. Kesimpulan

Media pembelajaran berbentuk moodle pembelajaran Bahasa Inggris pada materi menulis teks deskriptif kelas X SMK / MA/SMA ini dinyatakan*);

No	Kriteria Validasi	Tingkat validasi
1.	85,01%- 100%	Valid (bisa digunakan tanpa revisi)
2.	70,01%-85%	Cukup (bisa digunakan dengan sedikit revisi)
3.	50,01%-70%	Kurang (dianjurkan untuk tidak digunakan karena membutuhkan banyak revisi)
4.	1%-50%	Tidak Valid (Tidak bisa digunakan)

*) Lingkari salah satu

Semarang, ... 2018


Sholihah, M.P.
NIP.

Appendix 15

Instrument Validation of Moodle Developed

INSTRUMENT VALIDASI PENGEMBANGAN MOODLE E-LEARNING PADA MATERI MENULIS TEKS DESKRIPTIF KELAS X SMK NU MA'ARIF 01 SEMARANG

H. Pengantar

Berkaitan dengan pelaksanaan pengembangan moodle pembelajaran Bahasa Inggris pada materi menulis teks deskriptif kelas X SMK NU MA'ARIF 01 SEMARANG, maka penulis bermaksud mengadakan validasi moodle pembelajaran ini. Oleh karena itu, di mohon kesediaan Bapak/Ibu untuk mengisi angket validasi moodle ini. Tujuan dari pengisian angket adalah untuk mengetahui kesesuaian pemanfaatan moodle dan sebagai pengukuran kelayakan moodle sehingga layak digunakan dalam kegiatan pembelajaran. Penulis sampaikan terima kasih atas kesediaan Bapak/Ibu sebagai validator untuk modul ini.

I. Identitas Ahli

Nama :
NIP :
Instansi :
Pendidikan :

J. Petunjuk Penilaian

5. Sebelum mengisi angket ini, mohon ibu terlebih dahulu melihat atau mempelajari moodle yang dikembangkan.
6. Berilah tanda centang (✓) pada kolom yang sesuai dengan penilaian Bapak/ibu dengan ketentuan sebagai berikut:
4 = sangat baik
3 = baik
2 = kurang
1 = sangat kurang
7. Mohon Bapak/Ibu memberikan kritik dan saran pada lembar yang disediakan.
8. Kecermatan Bapak/Ibu dalam penilaian ini sangat penulis harapkan

K. Indikator Instrument Validasi

L. Lembar Penilaian

No	Aspects	Indicators	Questionnaire Numbers	Numbers
1.	Material	a. The learning material on moodle e-learning media suitable with syllabus. b. The sequence of managing the content moodle e-learning media was good. c. The language was understandable and clear. d. The image related to the topic in descriptive text.	1,2,3,4	4
2.	Instruction	a. There are clear instructions in each topics.	5	1
3.	Information	a. Front page was good display. b. Layout interface is good c. Course design was good.	6,7,8	3
4.	Reliable	a. The moodle e-learning media can be accessed easily	9	1

No	Aspek yang dinilai	Skala penilaian				
			3	2	1	Skor

		4				
1.	Materi pembelajaran yang disajikan melalui media online berbasis moodle sesuai dengan syllabus					
2.	Urutan penyajian/ pengorganisasian isi media online berbasis moodle dilakukan dengan baik					
3.	Bahasa yang digunakan mudah di mengerti dan jelas					
4.	Gambar yang disajikan sesuai dengan topik dalam materi pembelajaran bahasa inggris berbentuk teks descriptive					
5.	Informasi yang disajikan dalam setiap topik jelas dan mudah dipahami					
6.	Tampilan awal <i>front page</i> sudah baik					
7.	Tampilan dan desain <i>courses</i> sudah sesuai dengan topic materi					
8.	Materi yang disajikan telah dirangkai dengan baik					
9.	Dapat diakses dengan mudah dan cepat					

M. Catatan

.....

.....

N. Kesimpulan

Media pembelajaran berbentuk moodle pembelajaran Bahasa Inggris pada materi menulis teks deskriptif kelas X SMK / MA/SMA ini dinyatakan*):

No	Kriteria Validasi	Tingkat validasi
1.	85,01%- 100%	Valid (bisa digunakan tanpa revisi)
2.	70,01%-85%	Cukup (bisa digunakan dengan sedikit revisi)
3.	50,01%-70%	Kurang (dianjurkan untuk tidak digunakan karena membutuhkan banyak revisi)
4.	1%-50%	Tidak Valid (Tidak bisa digunakan)

*) Lingkari salah satu

Semarang, ...2018

.....
 NIP.

Validation Result From Expert Validation 2

Validation Result of Valuator 2 (Wenty Dwi Yuniarti, S. Pd, M. Kom)

No	Criteria	1	2	3	4	Score
1.	The material presented through online media based on moodle suitable with syllabus			√		3
2.	The sequence or organization of content online media based on moodle is well			√		3
3.	The language that use is clear			√		3
4.	The image presented suitable with the topic in english language learning in the form of descriptive text			√		3
5.	The information presented in every topic clear and understandable			√		3
6.	The appearance of front page is good		√			2
7.	The appearance and course design suitable with the topic material			√		3
8.	The material was presented well arranged			√		3
9.	Can be accessed easily and quickly			√		3
TOTAL						
SCORE		$\frac{\text{total score were obtained}}{\text{maximum score (36)}} \times 100\%$				
SCORE		$\frac{26}{36} \times 100\% = 72,2\%$				

The Result of Expert Validation 2

F. Catatan

1. Sistem ① front page web & data = belaka lagi.
belum layak "dijadikan untuk public"
hanya teks yg diijinkan untuk dipublikasikan.
2. Pada dashboard pengelompokan "activity"
belum banyak. Hanya 1 materi 1 tugas.
belum banyak yg "bisa diunggulkan".
3. Pada "activity" dalam layout web
diperlihatkan lagi. Kemungkinan adalah
"kuis" bukan pelajaran dgn aktivitas.
Juga materi "descriptive text" yang public Forum & chat
yang tepat.

G. Kesimpulan

Media pembelajaran berbentuk moodle pembelajaran Bahasa Inggris pada materi menulis teks deskriptif kelas X SMK / MA/SMA ini dinyatakan*):

No	Kriteria Validasi	Tingkat validasi
1.	85,01%- 100%	Valid (bisa digunakan tanpa revisi)
2.	70,01%-85%	Cukup (bisa digunakan dengan sedikit revisi)
3.	50,01%-70%	Kurang (dianjurkan untuk tidak digunakan karena membutuhkan banyak revisi)
4.	1%-50%	Tidak Valid (Tidak bisa digunakan)

*) Lingkari salah satu

Semarang, 21 - 11 - 2018

NIP.

✓ Dari aspek presentasi
Kemungkinan pada saat mind
sangat sederhana. Banyak "distraction"
yg tdk perlu, tdk bermanfaat untuk diikut.
Tata penulisan halaman webnya font, size, color
perlu diperbaiki lagi. Kemudian komponen yg
tdk ada hubungannya dengan materi yg banyak justru mengganggu.

Appendix 16

The Pre-test Result of Preliminary Field Testing

6

Instrument for Pre-Test Small Scale

Nama : Sintyana¹⁰
Kelas :
No. Absen :
Nilai :

1. Write a descriptive text based on the picture below!
Write minimum 8 sentences!



3
4
1
2
2
12 x 5 = 60
30

Title	Raffi Ahmad
Identification	Raffi (he) is artist, actor, singer, comedian (all). (He is) Date of birth (17, Feb 1987) seventeen, february thousand nine eighty seven.

Description

He is my wife name Nagita
Sabina

He is my boy name Rafatar Maku
Ahmad .

Religion Islam, Place of birth
Bandung, Jawa Barat year of
marriage 2002 - Now .

He is my white

He is pointed nose

Raffi is my handsome .

He is high .

Appendix 17

Instrument for Post-Test Big Scale

Nama :

Kelas :

No. Absen :

1. Write your name, your class and your List number.
2. Write a simple descriptive text about your favorite place.
3. Write your descriptive text in the table below.
4. If you need, you may open your dictionary.

Title	
Identification	
Description	

Appendix 18

Instrument for Post-Test Small Scale

Nama :

Kelas :

No. Absen :

1. Write a simple descriptive text with your own word based on the picture below!
2. If you need, you may open your dictionary.



Tittle	
Identification	
Description	

Appendix 19

Students' Perception Questionnaire

ANGKET TANGGAPAN PESERTA DIDIK

Moodle E-learning Bahasa Inggris Materi Menulis Teks Deskriptif

Nama : *Adit Dwi*

Kelas : *X IPS*

Moodle e-learning ini di tujukan bagi peserta didik SMK NU Ma'arif 01 Semarang kelas X. Untuk itu kami memerlukan tanggapan kalian tentang moodle e-learning ini. Isilah angket sesuai pendapat kalian. Sebelum mengis bacalah terlebih dahulu petunjuk pengisian.

Petunjuk pengisian:

1. Bacalah baik-baik setiap item dan alternative jawaban
2. Berilah tanda *check* (✓) pada kolom "ya" atau "tidak"
3. Isilah semua item dengan jujur, karena ini tidak akan mempengaruhi nilai kalian
4. Criteria penilaian adalah sebagai berikut

No	Kriteria	Skor	
		Ya	Tidak
1.	Moodle ini memudahkan saya belajar menulis teks deskriptif dalam bahasa Inggris	✓	
2.	Materi yang terdapat pada moodle e-learning sulit saya pahami	✓	
3.	Moodle ini memudahkan saya untuk belajar sesuai kemampuan saya	✓	
4.	Moodle e-learning ini sangat bermanfaat bagi saya	✓	
5.	Saya merasa senang belajar menggunakan moodle e-learning		✓
6.	Saya merasa tertarik belajar menulis teks deskriptif dalam bahasa Inggris menggunakan moodle e-learning		✓
7.	Bacaan dan tulisan yang terdapat dalam moodle e-learning jelas dan mudah dipahami	✓	
8.	Gambar yang disajikan menarik dan memudahkan saya memahami materi	✓	
9.	Desain moodle ini memudahkan saya untuk belajar dimanapun dan kapanpun		✓

10.	Moodle e-learning ini membuat semangat belajar saya menjadi bertambah	✓	
11.	Moodle e-learning ini mendorong saya untuk untuk selalu belajar bahasa Inggris	✓	
12.	Bahasa yang digunakan dalam moodle e-learning ini mudah di pahami	✓	
13.	Tampilan moodle e-learning sangat menarik		✓
14.	Moodle e-learning mudah digunakan	✓	
15.	Moodle ini dapat saya gunakan belajar mandiri maupun belajar kelompok	✓	

Appendix 20

Student's need analysis result

3

Students' Need Analysis

ANGKET KEBUTUHAN SISWA TERHADAP PENGEMBANGAN MOODLE BAHASA
INGGRIS PADA MATERI DESCRIPTIVE TEXT BERBASIS ONLINE PADA SISWA
KELAS X

Nama Lengkap :	Ananda Putri Mustafa
Kelas :	X IPS
No. Absen :	3

Petunjuk pengisian angket

1. Tulislah identitas diri kalian pada kolom yang telah di sediakan .
2. Jawablah pertanyaan berikut dengan teliti dan hati-hati.
3. Berdo'alah sebelum menjawab pertanyaan berikut
4. Jawablah pertanyaan dengan memberikan tanda cek (√) pada jawaban kalian!
Contoh:
(√) ya
() tidak
5. Kalian boleh memberikan jawaban lebih dari satu.
Contoh :
(√) ceramah
(√) diskusi
6. Apabila ingin memberikan jawaban lain, selain yang telah disediakan, isikan jawaban kalian pada tempat jawaban yang tersedia!
Contoh:
(√) lainnya, yaitu(berisi jawaban kalian)
7. Berikan alasan singkat yang mendukung pilihan jawaban kalian!
8. Jawaban kalian tidak akan mempengaruhi nilai kalian.
9. Pertanyaan-pertanyaan di bawah ini murni digunakan sebagai alat bantu penelitian guna memperoleh gelar sarjana Bahasa Inggris.

Isilah pertanyaan-pertanyaan berikut menurut pendapat kalian!

1. Apakah kalian menyukai pelajaran Bahasa Inggris?
() ya (✓) tidak
Alasan: susah dimengerti
2. Dalam pelajaran Bahasa Inggris, *skill* (kemampuan) apa yang kalian sulit kuasai?
(✓) Listening (mendengarkan) () Writing (menulis)
() Reading (membaca) (✓) Speaking (berbicara)
3. Menurut pendapat kalian apakah menulis teks dalam Bahasa Inggris sulit?
() ya (✓) tidak
Alasan: kalau telat foto jadi bisa
4. Kesulitan apa saja yang kalian hadapi saat menulis teks dalam Bahasa Inggris?
(✓) sedikitnya kosa kata Bahasa Inggris yang dikuasai
(✓) tidak mengetahui struktur penulisan teks dalam Bahasa Inggris
() contoh teks Bahasa Inggris yang dipelajari tidak ditemukan dalam kehidupan sehari-hari
() lainnya, yaitu.....
5. Dalam pelajaran Bahasa Inggris apakah kalian mengetahui materi *descriptive text*?
(✓) ya () tidak
Alasan: kalau siap dia susah di pelajaran bahasa
6. Menurut pendapat kalian apakah menulis *descriptive text* sulit?
(✓) ya () tidak
Alasan: tidak terlalu susah, dia ada di gramatim
7. Apa saja sumber belajar yang kalian gunakan ketika belajar Bahasa Inggris?
(✓) buku siswa elektronik (BSE) (✓) lembar kerja siswa (LKS)
(✓) buku paket () internet
() lainnya, yaitu.....
8. Metode apa yang digunakan oleh Bapak atau ibu guru saat pelajaran Bahasa Inggris?
(✓) ceramah () diskusi () lainnya, yaitu.....
() permainan (✓) demonstrasi
9. Menurut kalian apakah metode tersebut menarik?
(✓) ya () tidak

Alasan: ruang smpaham

10. Apakah ada fasilitas koneksi internet di sekolah ini?

() ya (✓) tidak

Alasan: tidak ada akses, rek

11. Apakah ada proses pembelajaran yang menggunakan fasilitas internet?

() ya (✓) tidak

Alasan: tidak ada akses

12. Apakah selama proses pembelajaran di sekolah kalian diperkenankan membawa laptop?

(✓) ya () tidak

Alasan: tidak diperbolehkan

13. Apakah kalian mengetahui apa itu Moodle e-learning?

() ya (✓) tidak

Alasan: baru denger tau

14. Apakah kalian setuju jika ada sumber belajar berbasis internet tentang *descriptive text*?

(✓) ya () tidak

Alasan: memanfaatkan kemajuan teknologi

15. Apakah kalian setuju jika ada media pembelajaran *e-learning* khususnya (moodle) dalam pembelajaran Bahasa Inggris pada materi menulis *descriptive text*?

(✓) ya () tidak

Alasan: untuk memudahkan kehidupan bersama

Appendix 21

The Result of English Teacher at SMK NU Ma'arif 01 Semarang

Teacher Need Analysis

Nama Responden : L. Basut Taawa, S.Pd.

Alamat Rumah : Ds. Tempel Rt. 004 Rw. 003 Wonorejo Mijen Semarang

Jabatan : Guru Bahasa Inggris / Waka Humas

Instansi : SMK Ma'arif NU 1 Semarang

1. Apa saja sumber belajar yang Bapak/Ibu guru gunakan dalam pembelajaran Bahasa Inggris?

Jawab: Buku, Internet, Video, Film, Lagu, Lingkungan, Surat Kabar, dll.

2. Dari keempat *skill* dalam Bahasa Inggris, *skill* apa yang paling sulit untuk diajarkan?

Jawab: Speaking

3. Kesulitan apa yang Bapak/Ibu hadapi ketika mengajarkan *skill writing* pada siswa?

Jawab: Kurangnya Penguasaan Vocabulary, grammar dan Struktur oleh Peserta didik

4. Metode apa yang Bapak/Ibu gunakan untuk mengajarkan siswa tentang menulis *descriptive text*?

Jawab: Saya biasanya menggunakan metode "Example, Non Example", yaitu model pembelajaran dengan menggunakan gambar sebagai media. Pembelajaran yang bertujuan mendorong siswa untuk belajar berpikir kritis dengan jalan memecahkan Permasalahan - Permasalahan.

5. Bagaimana tanggapan siswa terhadap metode tersebut?

Jawab: Cukup, berjalan dengan baik (efektif). Peserta didik dapat mengikuti metode tersebut sesuai instruksi guru sehingga mampu menghasilkan teks deskriptif yang diharapkan.

6. Apakah Bapak/Ibu guru tahu apa itu *e-learning*?

Jawab: Pembelajaran yang memanfaatkan teknologi informasi dan elektronik dalam proses belajar mengajar.

7. Apakah Bapak/Ibu guru tahu apa itu Moodle?

Jawab: Perangkat yang digunakan sebagai salah satu media pembelajaran yang berbasis Internet.

8. Menurut Bapak/Ibu guru, apakah penting menggunakan *e-learning* khususnya (moodle) dalam proses belajar mengajar?

Jawab: Belum tahu.

9. Apakah Bapak/Ibu guru pernah mengajak siswa untuk belajar menggunakan *e-learning* khusus (moodle) Bahasa Inggris pada materi menulis *descriptive text*?

Jawab: Belum pernah.

10. Bagaimana tanggapan Bapak/Ibu guru jika ada media pembelajaran *e-learning* khususnya (moodle) dalam pembelajaran Bahasa Inggris pada materi menulis *descriptive text*?

Jawab: Menurut saya perlu dicoba karena sebagai guru di Era Pembelajaran abad 21, kita harus mampu menghantarkan

Peserta didik memenuhi kebutuhan Abad-21. Salah satunya adalah.....
Penguasaan terhadap ICT (Information and Communication Technology)

Semarang, 29 Agustus 2018


Libesut Tawo, S.Pd.

Nip.

Appendix 22

Quizz of Descriptive Text

1. What is the definition of descriptive text?
 - a. Kind of retelling, often in words (though it is possible to mime a story), of something that happened (a story).
 - b. Text that is designed to describe how something is achieved through a sequence of actions or steps.
 - c. a kind of text that to describe a particular person, place or thing
 - d. Text which retells events or experiences in the past
 - e. Kind of text that to explain the processes involved in the formation (evaluation) of a socio-cultural phenomenon, as though a natural phenomenon
2. What is the generic structure of descriptive text?
 - a. Description, identification
 - b. Orientation, complication, resolution, re-orientation
 - c. Identification, description
 - d. Orientation, event, re-orientation
 - e. General classification, description
3. (question for number 3-6)

Peter is the youngest in our family. He is fourteen years old and four years younger than me. He has long, straight hair, bright eyes and a friendly smile. Sometimes he is rather naughty at home, but he usually does what he is asked to do. Peter is interested in sports very much, and at school, he plays football and tennis. He is the best badminton player in our family.

How old is Peter? He is ... years old

 - a. Four
 - b. Ten
 - c. Fourteen
 - d. Seventeen
 - e. Forty
4. Which of the following statement is not true about Peter?
 - a. He has long and straight hair
 - b. He is the best badminton player
 - c. He has bright eyes

- d. He is not interested in sports
e. He plays football and tennis
- What is the text mostly about?
- a. Peter's hobby
b. Peter
c. Peter's family
d. Peter's elder brother
e. Peter's cat

My Hamster, Moa I have a hamster. He is small and cute. I give him a name, Moa. I bought him last month when I visited Malang. I really love him. Moa has two different colours, white and orange His eyes and ears are small. He always squeaks in the time I come close to his cage. Every morning I feed him. Moa likes to eat sunflower seeds and leaves. I take the leaves from the field near my house and buy sunflower seeds in the pet shop. He looks happy to eat.

What is the purpose of the text above?

- To amuse
- To retell
- To tell a story
- To describe
- To persuade

8. Who has the hamster?

- a. The reader
- b. She
- c. My friend
- d. I
- e. The writer

9. What is the Hamster's name?

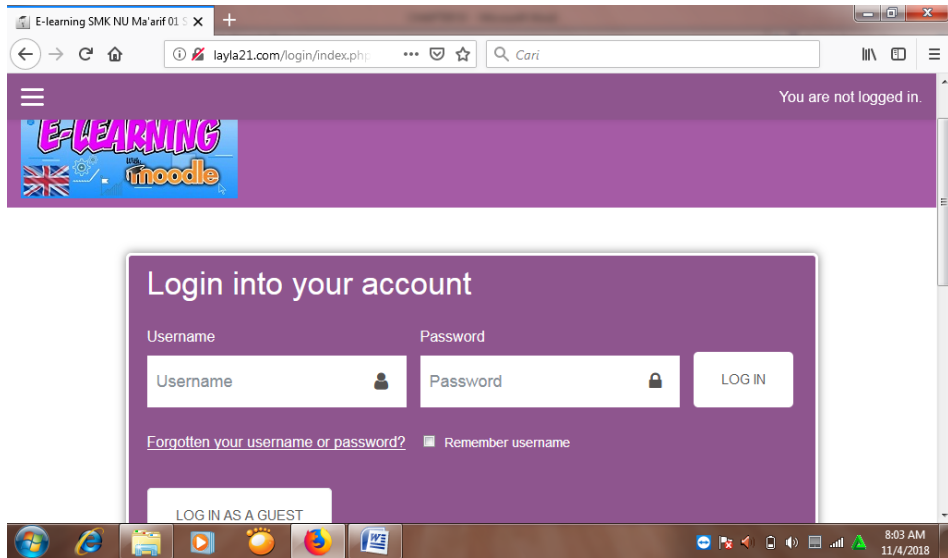
- a. Imoy
- b. Moi
- c. Moa
- d. Doni
- e. Pony

10. Every morning I feed him. "Feed" has the same meaning as

- a. Give drink
- b. Train
- c. Take out of cage
- d. Wash
- e. Give food

Appendix 23

Log in Page



Appendix 24

Front Page

×

admin Layla

Dashboard

Site home

Calendar

Private files

Site administration



Welcome to my Moodle

Available courses



Procedure Text



Narrative Text



[Descriptive Text](#)



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Data retention summary

Appendix 25

Course Page (Descriptive Text)

The screenshot shows a Moodle course page for 'Descriptive Text'. The page has a purple header with a navigation menu on the left and a main content area. The navigation menu includes links to 'Descriptive', 'Participants', 'Badges', 'Competencies', 'Grades', 'General', 'Material', and 'Assessment'. The main content area displays the course title 'Descriptive Text' and a breadcrumb trail: 'Dashboard / Courses / English Course / Descriptive'. Below the title, there is a section for 'Announcements' and a 'Your progress' indicator. The 'Material' section lists 'Material of descriptive text' with a checkbox. The 'Assignment' section lists 'Post Test' with a checkbox. The 'Quizz' section lists 'Quizz' with a checkbox. At the bottom of the page, there is a footer with a definition of E-learning, social media links (Facebook, Twitter, Google Plus, Pinterest), contact information (Tayu-puncel street 7,5, Dukuhseti, Pati, Jawa Tengah, Indonesia, 50158; Phone: 085601117414; E-mail: Layla.fatimah@gmail.com), and a copyright notice: 'Copyright © 2018 - Developed by Layla Fatimatuz Zahroh'.

Descriptive Text

Dashboard / Courses / English Course / Descriptive

Announcements

Material

- Material of descriptive text ☐

Assignment

- Post Test ☐

Quizz

- Quizz ☐

E-LEARNING

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Moodle Docs for this page

Appendix 26

Students' Page

✕

Dashboard

Site home

Calendar

Private files

My courses

Descriptive





Lina Khayati

CUSTOMISE THIS PAGE

Course Overview

Timeline Courses

Sort by dates Sort by courses



No upcoming activities due

Private Files

No files available

Manage private files...

Online Users

1 online user (last 5 minutes)

Lina Khayati

Latest Badges

You have no badges to display

Calendar

November 2018

Mon	Tue	Wed	Thu	Fri	Sat	Sun
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Upcoming Events

There are no upcoming events

Go to calendar...



Lorem Ipsum is simply dummy text of the printing and typesetting industry. Lorem Ipsum has been the industry's standard dummy text ever since the 1500s, when an unknown printer took a galley of type and ironic typesetting, sheets bearing Lorem Ipsum passages.

Quick Links

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308 Negra Narrow Lane, Abenaze, New York, 07104

Phone: (000) 123-456

E-mail: info@example.com

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Appendix 27

Administrations' Block

The screenshot shows the LMS Admin Dashboard for 'admin Layla'. The interface is divided into several sections:

- Left Sidebar:** Contains navigation links: Dashboard, Site home, Calendar, Private files, My courses, Descriptive, and Site administration.
- Header:** Displays the user's name 'admin Layla' and a 'CUSTOMISE THIS PAGE' button.
- Administration Section:** A list of administrative tasks including Site administration, Notifications, Registration, Advanced features, Users, Courses, Grades, Analytics, Competencies, Badges, Location, Language, Plugins, Security, Appearance, Front page, Server, Reports, Mobile app, Development, and an Assignment upgrade helper. A 'SEARCH' button is located at the bottom of this list.
- Course Overview Section:** Includes tabs for 'Timeline' and 'Courses'. Below the tabs are two buttons: 'Sort by dates' and 'Sort by courses'. A table lists course events:

Today	20 Nov, ...	Add submission
Post Test is due English Course		
Post Test is due to be g... English Course	Grade 25	
- Online Users Section:** Shows '1 online user (last 5 minutes)' with a list containing 'admin Layla'.
- Calendar Section:** Displays a calendar for November 2018. The dates are: Mon (1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30).
- Footer:** Contains a 'Quick Links' section with links to About Us, Terms of use, FAQ, Support, and Contact. It also features a 'Follow Us' section with social media icons for Facebook, Twitter, Google Plus, and Pinterest. A 'Contact' section provides the address: 308 Negra Narrow Lane, Adelaide, New York, 67104, and contact information: Phone: (000) 123-456, Email: info@example.com. The footer also includes a copyright notice: 'Copyright © 2015 - Developed by LMSAGE.com Powered by Moodle' and a link to 'Moodle Docs for this page'.

Appendix 28

Report of Grade



[Home](#)
[admin Layla](#)

Descriptive Text: View: Preferences: Grader report

Dashboard / Courses / English Course / Descriptive / Grades / Grade administration / Grader report

TURN EDITING ON

Grader report

View Setup Scales Letters Import Export

Grader report Grade history Outcomes report Overview report Single view User report

All participants: 26/26

First name [Aa](#) [A](#) [B](#) [C](#) [D](#) [E](#) [F](#) [G](#) [H](#) [I](#) [J](#) [K](#) [L](#) [M](#) [N](#) [O](#) [P](#) [Q](#) [R](#) [S](#) [T](#) [U](#) [V](#) [W](#) [X](#) [Y](#) [Z](#)

Surname [Aa](#) [A](#) [B](#) [C](#) [D](#) [E](#) [F](#) [G](#) [H](#) [I](#) [J](#) [K](#) [L](#) [M](#) [N](#) [O](#) [P](#) [Q](#) [R](#) [S](#) [T](#) [U](#) [V](#) [W](#) [X](#) [Y](#) [Z](#)

Surname	First name	Email address	Descriptive Text	Post Test	Quiz
 ita amandarti		ika@moodle.com	75.00	8.00%	
 ita angani		nela@moodle.com	60.00	8.00%	
 ita atik		atik@moodle.com	80.00	7.00%	
 ita jani		jani@moodle.com	80.00	6.00%	
 ita santi		santi@moodle.com	70.00		
 ita sadi					
Overall average			76.25	7.92	
 ita angelita hanafi		angelita@moodle.com	55.00	8.00%	
 ita herlina herlina		herlina@moodle.com	70.00	7.00%	
 ita lina khayati		lina@moodle.com	95.00	10.00%	
 ita rifatul		rifatul@moodle.com	70.00	10.00%	
 ita putri idiaastuti		putri@moodle.com	95.00	10.00%	
 ita ulfa nurfaizah		ulfa@moodle.com	90.00	7.00%	
 ita fitri nurhalisah		fitri@moodle.com	85.00	7.00%	
 ita ka nurhayamulina		ka@moodle.com	85.00	9.00%	
Overall average			76.25	7.92	
 ita fitriani		fitriani@moodle.com	75.00	8.00%	
 ita yuliani		yuliani@moodle.com	70.00	7.00%	
 ita sitta octaviani		sitta@moodle.com	75.00	6.00%	
 ita ananda purnamasofa		ananda@moodle.com	80.00	10.00%	
 ita dewa saki		dewa@moodle.com	80.00	9.00%	
 ita sintawati		sintawati@moodle.com	50.00	7.00%	
 ita lina		lina@moodle.com	85.00	9.00%	
Overall average			76.25	7.92	
 ita siti tariyiah		sitarriyiah@moodle.com			
 ita lili valentina		lili@moodle.com		8.00%	
 ita valya valya		valya@moodle.com	80.00	8.00%	
Overall average			76.25	7.92	



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Appendix 29

Edit Profile Page

Dashboard
Site home
Calendar
Private files
Site administration

admin
Layla

Dashboard / Preferences / User account / Edit profile

Edit profile

Expand all

General

Username

admin

Choose an authentication method

Manual accounts

Suspended account

The password must have at least 6 characters, at least 1 digit(s), at least 1 lower case letter(s), at least 1 upper case letter(s), at least 1 non-alphanumeric character(s) such as ~, _ or #.

Click to enter text

Force password change

New password

First name

admin

Surname

Layla

Email address

Layla.fatimah@gmail.com

Email display

Allow everyone to see my email address

City/town

Semarang

Select a country

Indonesia

Timezone

America/New_York

Description

User picture

Current picture

Delete picture

New picture

Maximum size for new files: Unlimited, maximum attachments: 1

Files

You can drag and drop files here to add them.

Accepted file types:

Image files used on the web: gif, png, jpeg, jpg, png, png, jpeg

Picture description

Additional names

Interests

Optional

UPDATE PROFILE

CANCEL

There are required fields in this form marked

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Appendix 30

Quizz Page

X
admin Layla

- Descriptive
- Participants
- Badges
- Competencies
- Grades
- General
- Material
- Assignment
- Quiz

Descriptive Text

Dashboard / Courses / English Course / Descriptive / Quiz / Quiz

Quiz

This facility is able to give online test.

This quiz will close at Saturday, 1 December 2018, 11:45 AM

Time limit: 15 mins
Grading method: Highest grade

Attempts: 23

ATTEMPT QUIZ NOW

◀ POST TEST

Jump to...

▼

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Appendix 31

Lesson Plan of Control Class 1

School : SMK NU Ma'rif 01 Semarang
Subject/Skill : English/ Writing
Academic Year : 2018/2019
Class/Semester : X TKR 2 /I
Material : Describing people
Time Allocation : 1 Meeting (2x45 minutes)- Meeting 2

A. Core Competence

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
3. Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Basic Competence and Indicators

Basic Competence	Indicators
3.7 Menganalisis fungsi social, struktur teks dan unsure kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.	3.7.1 Siswa dapat mengidentifikasi fungsi social, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.
4.8 Menangkap makna dalam teks deskriptif lisan dan tulisan sederhana.	4.8.1 Siswa dapat merespon makna dalam teks deskriptif lisan dan tulis sederhana.

4.9 Menyunting teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi social, struktur teks, dan kebahasaan yang benar dan sesuai konteks.	4.9.1 Siswa dapat Menyunting teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi social, struktur teks, dan kebahasaan yang benar dan sesuai konteks.
4.10 Menyusun teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.	4.10.1 Siswa dapat menyusun teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks. 4.10.2 Siswa dapat menyusun teks deskriptif dengan memperhatikan unsur-unsur yang terdapat dalam teks deskriptif.

C. Learning Aims:

By the end of the lesson, students will be able to:

1. Identify the social function of descriptive text.
2. Identify the structure of descriptive text.
3. Identify the language features of descriptive text.
4. Identify kinds of descriptive text.
5. Explain the usage of descriptive text.
6. Arrange descriptive text based on correct structure

D. Learning Material: (First Meeting)

1. Regular Material

Definition of Descriptive Text : Descriptive text is a text type which is used to describe a particular person, place, or thing.

Social Function	The generic Structures	Language Features
Descriptive text is a text	1. Identification Descriptive text	1. Focus on specific

type which is used to describe a particular person, place, or thing. To promote or to introduce a place, to recognize, and to inform about the place.	usually begins with the title of the text. It helps reader to draw what they will get from the text. For example the title of procedure text is such as “My Mother My Everything”, “My Rabbit Ivana”. 2. Description Description is a series of paragraphs follow the opening to describe the parts or the features or the specific characteristics of the subject.	participant s. 2. Use of Simple Present Tense. 3. Verbs of being and having. 4. Use of descriptive adjectives. 5. Use of detailed Noun Phrase to give information about the subject. 6. Use of action verbs 'Material Processes' 7. Use of adverbials to give additional information about behavior. 8. Use of Figurative language.
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Example:

My Mother

Schematic Structure	
Identification	My mother is a person I admire best.
Description	Sh She took care of me when I was child. She is kind and gentle. She has a small business. Everyday she always works hard that help my family earn some money to support my life. She is fifty years old, but she looks young and healty. In the morning, she gets up early and prepares breakfast for people in family. She cooks well and her food is very delicious, especially the braised fish, it's the best food. Besides, she sometimes helps poor people when they have difficulties. I love my mother so much. In the future I want to become a kind and gentle person like my mother.

2. Remedial

MICHAEL JORDAN



If you are a sports fan, you are sure to know the name Michael Jordan. He is probably the greatest basketball player the world has ever seen. Although his career as a player is over, his fame will live on for many years to come.

Michael Jordan certainly looks like a star. He is tall, well-built and handsome, with friendly brown eyes and a wide grin. He always manages to look well-dressed, even in his casual clothes or smart suits.

His personality, too, is as outstanding as his playing ability. Michael is a very determined person. This has made him a successful basketball star. He has given lots of money and support to charities.

All in all, Michael Jordan is not only a great athlete, but also a warm, caring person. Is it no wonder that so many boys have dreamed of growing up to be just like him?

Answer this question based on text above !

1. The best title for the text is...

- A. a warm, caring person.
- B. Michael Jordan.
- C. a sports fan.
- D. a famous star.

2. Why is he famous?

- A. He is handsome.
 - B. He gives charity.
 - C. Sports fans know him.
 - D. The author admires him.
3. What is the main idea of the third paragraph?
- A. Michael Jordan is handsome.
 - B. Everyone dreams to be Michael Jordan.
 - C. His playing ability is great.
 - D. Michael Jordan has great personality.
4. The word *outstanding* in “His personality, too, is as *outstanding* as his playing ability” means...
- A. great.
 - B. warm.
 - C. famous.
 - D. determined.
5. The text indicates that the writer is...
- A. Michael Jordan’s son.
 - B. Michael Jordan’s fan.
 - C. Michael Jordan’s coach.
 - D. Michael Jordan himself.

3. Enrichment

Make a description based on this picture below !



E. Learning Method

Scientific approach

F. Learning Media

1. Media

➤ Worksheet

2. Materials

- White board
- Boardmarker

G. Learning Source:

1. Modul pembelajaran Bahasa Inggris mata pelajaran wajib SMA/MA dan SMK/MAK kelas X semester 1.
2. <http://demiurfina.blogspot.co.id/2015/02/exam-preparation-descriptive-text.html>

H. Activity

Phase	Activities	Time Allocation
Pre Activity	1. Orientation - Students respond greeting from the teacher - Students and teacher pray together before teaching and learning process begins - Students respond teacher's question about the previous material 2. Motivation - Students listen to the motivation from the teacher to study hard and focus 3. Appreciation - Students receive some information about learning that will be conducted	5'
Core Activity	1. Observing - Students observe the example of descriptive text that given by the	75'

	teacher 2. Questioning - Teacher guides students to ask question pay attention - Students ask some questions based on the example to get some information from the text - Students answer the questions from the teacher orally and communicatively about the social function of descriptive text 3. Exploring - Teacher gives more example about descriptive text - Students arrange descriptive text based on the picture. 4. Associating - Teacher ask students to make short and simple descriptive text based on the picture 5. Creating - Students create a simple descriptive text about person 6. Communicating - Students show the result of their work that they have been made in front of the class	
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Post Activity	1. Conclusion - Students and teacher conclude the material correctively 2. Reflection - Students do reflection about activities have been done 3. Evaluation - Students do the test individually	10'
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E. Assesment

1. Aspect of Affective

- Students are able to cooperate with their friend in making descriptive text.
- Students are able to be responsible in making descriptive text.

Technique : Observation

1. The Observation Sheet of Cooperation Assesment

No	Indicators	Never 1	Ever 2	Sometimes 3	Often 4	Always 5
1.	Students do the assignment in group well.					
2.	Students accept some suggestions well from the action that they done.					
3.	Students are not					

	blaming their friend without giving solution.					
4.	Students are ready to help friend in their group conveniently.					
5.	Students are brave to apologize if they do a mistake that can damage their friend and they are ready to forgive if there is someone make mistake to them.					
TOTAL						

$$\text{Final Score} = \frac{\text{Total score}}{25} \times 100$$

2. The observation sheet of responsibility Assessment

N o	Indicators	Never	Ever	Sometimes	Often	Always
1.	Students work the assignment					

	which given by the teacher well.					
2.	Students are not blaming their friend in making descriptive text.					
3.	Students are responsible with their work.					
4.	Students are recognizing the fault by themselves in making descriptive text.					
5.	Students apologize for the fault those they done.					
TOTAL						

$$\text{Final Score} = \frac{\text{Total score}}{25} \times 100$$

2. Aspect of Knowledge and Skills

- Students are able to identify the social function of descriptive text.

- Students are able to identify the structure of descriptive text.
- Students are able to identify the language features of descriptive text.
- Students are able to explain the usage of descriptive text in daily activity.
- Students are able to arrange the descriptive text based on correct structure.

Technique : Written Test

No.	Aspects Which are Valuated	Criteria	Score
1.	Suitability of title and content	Excellent : The title is appropriate with the content of the text.	4
		Good : The title is appropriate with the content of the text but not interesting.	3
		Enough : The title is not appropriate with the content of the text but not interesting.	2
		Less : The title is not appropriate with the content of the text and not interesting.	1
2.	The composing of design of the text	Excellent : The composing of the design of the text is complete and systematic. There are identification and description.	4
		Good : The composing of design of the text is complete but not systematic.	3

		Enough : The composing of design of the text is not complete but systematic.	2
		Less : The composing of design of the text is not complet and not systematic.	1
3.	The grammatically of the sentences	Excellent : All of the sentences are correct grammatically.	4
		Good : There are two sentence that not correct grammatically.	3
		Enough : There are four sentences that not correct grammatically.	2
		Less : There are more than four sentences that not correct grammatically.	1
4.	Write of vocabulary and punctuation mark	Excellent : All of the write of vocabulary and punctuation mark are correct.	4
		Good : There are one until ten mistakes of the write of vocabulary and punctuation mark.	3
		Enough : There are eleven until twenty mistakes of the write of vocabulary and punctuation mark.	2
		Less : There are more than twenty mistakes of the write of vocabulary and punctuation mark.	1

5.	The coherency between sentences	Excellent : The cohesiveness of of the sentences in the paragraph are coherence.	4
		Good : There are one until two cohesivenesses of the sentences in the paragraph are not coherence.	3
		Enough : There are three until five cohesivenesses of the sentences in the paragraph are not coherence.	2
		Less : There are more than five cohesiveness of the sentences in the paragraph are not coherence.	1
TOTAL			

$$\text{Final Score} = \frac{\text{Total score}}{20} \times 100$$

Semarang, 21st of August 2018

Approved by:

English Teacher,

Researcher,

Libasut Taqwa, S. Pd

Layla Fatimatutz Zahroh

Appendix 32

Lesson Plan of Control Class 2

School : SMK NU Ma'rif 01 Semarang
Subject/Skill : English/ Writing
Academic Year : 2018/2019
Class/Semester : X PS 1 /I
Material : Describing Place
Time Allocation : 1 Meeting (2x45 minutes)- Meeting 2

A. Core Competence

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
3. Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Basic Competence and Indicators

Basic Competence	Indicators
3.7 Menganalisis fungsi social, struktur teks dan unsure kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.	3.7.1 Siswa dapat mengidentifikasi fungsi social, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.
4.8 Menangkap makna dalam	4.8.1 Siswa dapat merespon

teks deskriptif lisan dan tulisan sederhana.	makna dalam teks deskriptif lisan dan tulis sederhana.
4.9 Menyunting teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi social, struktur teks, dan kebahasaan yang benar dan sesuai konteks.	4.9.1 Siswa mampu menyunting teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi social, struktur teks, dan kebahasaan yang benar dan sesuai konteks.
4.10 Menyusun teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.	4.10.1 Siswa dapat menyusun teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks. 4.10.2 Siswa dapat menyusun teks deskriptif dengan memperhatikan unsur-unsur yang terdapat dalam teks deskriptif.

C. Learning Aims:

By the end of the lesson, students will be able to:

1. Identify the tourism place
2. Arrange the tourism place based on correct structures

D. Learning Material

1. Regular Material

The Generic Structure:
1. Identification Descriptive text usually begins with the title of the text. It helps reader to draw what they will get from the text. For example the title of procedure text is such as “Jakarta”, “National Bridge Natural Monument” 2. Description Description is a series of paragraphs follow the

opening to describe the parts or the features or the specific characteristics of the subject.

Example:

Jakarta	
Schematic Structure	
Identification	Jakarta is situated in Northwest Java. Jakarta is the capital city of Indonesia.
Description	As a cosmopolitan city. Jakarta is the leading seaport and the centre of trade and communications. During the time of a Dutch rule. Jakarta was known as Batavia. The Dutch's influence is reflected in the network of canals that cut through the city. The city's broad avenues are lined with many modern buildings with cars, and bajays (vespa driven and taxicabs).

2. Remedial

Look at the puzzle below. Find 10 words related to how to describe a tourism place and write in the space provided and then make a word in a sentence.

U	D	B	E	A	U	T	I	F	U	L	Y	I
H	E	G	A	O	D	L	D	U	K	I	N	G
K	S	O	W	M	C	V	P	O	P	T	W	U
P	T	O	O	F	A	N	T	A	S	T	I	N
A	I	D	N	L	V	Z	H	G	W	R	E	I
N	N	L	D	H	P	Y	H	I	Z	A	L	Q
O	A	O	E	I	B	T	A	N	X	L	E	U
R	T	O	R	U	R	P	P	T	G	U	G	E
A	I	K	F	E	I	N	P	E	S	P	A	E
M	O	I	U	D	E	B	Y	R	L	O	N	R
A	N	N	L	I	N	T	S	E	B	P	T	U
T	R	G	P	W	J	D	F	S	C	V	B	T
E	Y	F	A	M	O	U	S	T	N	L	M	A
S	C	E	N	E	R	Y	A	Z	X	C	N	N

3. Enrichment

MAKASSAR

Makassar is the provincial capital of South Sulawesi, Indonesia, and the largest city on Sulawesi Island. From 1971 to 1999, the city was named Ujung Pandang, after a pre-colonial fort in the city, and the two names are often used interchangeably. The port city is located at 5°8'S 119°25'E, on the southwest coast of the island of Sulawesi, facing the Makassar strait. Its area is 175.77 km² and has population of around 1.4 million.

Makassar is home to several prominent landmarks including the 16th century Dutch fort Fort Rotterdam, Trans Studio Makassar the third largest indoor theme park in the world and the Karebosi Link the first underground shopping center in Indonesia.

Makassar has several famous traditional foods. The most famous is Coto Makassar. It is a stew made from the mixture of nuts and spices with beef parts which include beef brain, tongue and intestine. Konro rib dish is also popular traditional food in Makassar. Both Coto Makassar and Konro are usually eaten with Burasa, glutinous rice with coconut milk and sauted coconut granule.

In addition, Makassar is the home of pisang epe, or pressed bananas. These are bananas which are pressed, grilled, and covered

with palm sugar sauce and sometimes eaten with Durian. Many street vendors sell pisang epe, especially around the area of Losari beach.

Answer this question based on text above !

1. Where is Makassar located?
2. Based on the text, what is the biggest city on Sulawesi Island?
3. What is the old name of Makassar?
4. According to the text, what is the first underground shopping center in Indonesia?
5. What is the most well-known food in Makassar?

E. Learning Method

Scientific approach

G. Learning Media

3. Media

- Worksheet

4. Materials

- White board
- Boardmarker

H. Learning Source:

1. Modul pembelajaran Bahasa Inggris mata pelajaran wajib SMA/MA dan SMK/MAK kelas X semester 1.
2. <https://brainly.co.id/tugas/12807258>

H. Learning Activities

Phase	Activities	Time Allocation
Pre Activity	4. Orientation - Students respon greeting from the teacher - Students and teacher pray together before teaching and learning proses begin - Students reponse teacher's question about the previous material 5. Motivation	5'

	- Students listen to the motivation from the teacher to study hard and focus 6. Appreciation - Students receive some information about learning that will be conducted	
Core Activity	7. Observing - Students observe the example of descriptive text that given by the teacher 8. Questioning - Teacher guides students to ask question pay attention - Students ask some questions based on the example to get some information from the text - Students answer the questions from the teacher orally and communicatively about the social function of descriptive text 9. Exploring - Teacher gives more example about descriptive text - Students arrange descriptive text based on the picture.	75'

	10. Associating - Teacher ask students to make short and simple descriptive text based on the picture. 11. Creating - Students create a simple descriptive text about place. 12. Communicating - Students show the result of their work that they have been made in front of the class	
Post Activity	4. Conclusion - Students and teacher conclude the material correctively 5. Reflection - Students do reflection about activities have been done 6. Evaluation - Students do the test individually	10'

I. Assesment

A. Aspect of Affective

- Students are able to cooperate with their friend in making descriptive text.
- Students are able to be responsible in making descriptive text.

J. Technique : Observation

3. The Observation Sheet of Cooperation Assesment

No	Indicators	Never 1	Ever 2	Sometimes 3	Often 4	Always 5
1.	Students do the					

	assignment in group well.					
2.	Students accept some suggestions well from the action that they done.					
3.	Students are not blaming their friend without giving solution.					
4.	Students are ready to help friend in their group conveniently.					
5.	Students are brave to apologize if they do a mistake that can damage their friend and they are ready to forgive if there is someone make mistake to them.					
TOTAL						

$$\text{Final Score} = \frac{\text{Total score}}{25} \times 100$$

4. The observation sheet of responsibility Assessment

No	Indicators	Never	Ever	Sometimes	Often	Always
1.	Students work the assignment which given by the teacher well.					
2.	Students are not blaming their friend in making descriptive text.					
3.	Students are responsible with their work.					
4.	Students are recognizing the fault by themselves in making descriptive text.					
5.	Students apologize for the fault those they done.					
TOTAL						

$$\text{Final Score} = \frac{\text{Total score}}{25} \times 100$$

B. Aspect of Knowledge and Skills

- Students are able to identify the social function of descriptive text.

- Students are able to identify the structure of descriptive text.
- Students are able to identify the language features of descriptive text.
- Students are able to explain the usage of descriptive text in daily activity.
- Students are able to arrange the descriptive text based on correct structure.

Technique : Written Test

No.	Aspects Which are Valuated	Criteria	Score
1.	Suitability of title and content	Excellent: The title is appropriate with the content of the text.	4
		Good : The title is appropriate with the content of the text but not interesting.	3
		Enough : The title is not appropriate with the content of the text but not interesting.	2
		Less : The title is not appropriate with the content of the text and not interesting.	1
2.	The composing of design of the text	Excellent : The composing of the design of the text is complete and systematic. There are identification and description.	4
		Good : The composing of design of the text is complete but not systematic.	3

		Enough : The composing of design of the text is not complete but systematic.	2
		Less : The composing of design of the text is not complete and not systematic.	1
3.	The grammatically of the sentences	Excellent : All of the sentences are correct grammatically.	4
		Good : There are two sentence that not correct grammatically.	3
		Enough : There are four sentences that not correct grammatically.	2
		Less : There are more than four sentences that not correct grammatically.	1
4.	Write of vocabulary and punctuation mark	Excellent : All of the write of vocabulary and punctuation mark are correct.	4
		Good : There are one until ten mistakes of the write of vocabulary and punctuation mark.	3
		Enough : There are eleven until twenty mistakes of the write of vocabulary and punctuation mark.	2
		Less : There are more than twenty mistakes of the write of vocabulary and punctuation mark.	1

5.	The coherency between sentences	Excellent : The cohesiveness of of the sentences in the paragraph are coherence.	4
		Good : There are one until two cohesivenesses of the sentences in the paragraph are not coherence.	3
		Enough : There are three until five cohesivenesses of the sentences in the paragraph are not coherence.	2
		Less : There are more than five cohesiveness of the sentences in the paragraph are not coherence.	1
TOTAL			

$$\text{Final Score} = \frac{\text{Total score}}{20} \times 100$$

Semarang, 21st of August 2018

Approved by:

English Teacher,

Researcher

Libasut Taqwa, S. Pd

Layla Fatimatutz Zahroh

Appendix 33

Lesson Plan of Experimental Class-1

School : SMK NU Ma'rif 01 Semarang
Subject/Skill : English/ Writing
Academic Year : 2018/2019
Class/Semester : X PS 1/I
Material : Describing People
Time Allocation : 1 Meeting (2x45 minutes)- Meeting 1

A. Core Competence

1. Menghargaidan menghayati ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
3. Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Basic Competence and Indicators

Basic Competence	Indicators
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi	1.1.1 Siswa dapat menunjukkan kesungguhan belajar bahasa inggris terkait teks deskriptif sederhana

internasional yang diwujudkan dalam semangat belajar.	tentang orang.
2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan saling menghargai, dalam melaksanakan komunikasi fungsional.	2.3.1 Siswa dapat menunjukkan perilaku peduli, percaya diri, dan tanggung jawab dalam melaksanakan komunikasi terkait teks deskriptif sederhana tentang orang.
3.7 Menganalisis fungsi social, struktur teks dan unsure kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.	3.7.1 Siswa dapat mengidentifikasi fungsi social, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.
4.8 Menangkap makna dalam teks deskriptif lisan dan tulisan sederhana.	4.8.1 Siswa dapat merespon makna dalam teks deskriptif lisan dan tulis sederhana.
4.9 Menyunting teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi social, struktur teks, dan kebahasaan yang benar dan sesuai konteks.	4.9.1 Siswa dapat menyunting teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi social, struktur teks, dan kebahasaan yang benar dan sesuai konteks.
4.10 Menyusun teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan,	4.10.1 Siswa dapat menyusun teks descriptive lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan,

struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.	struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks. 4.10.2 Siswa dapat menyusun teks deskriptif dengan memperhatikan unsur-unsur yang terdapat dalam teks deskriptif.
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C. Learning Aims :

7. Identify the social function of descriptive text.
8. Identify the structure of descriptive text.
9. Identify the language features of descriptive text.
10. Identify kinds of descriptive text.
11. Explain the usage of descriptive text.
12. Arrange descriptive text based on correct structure.

D. Learning Material: (first Meeting)

1. Regular Material

Definition of Descriptive Text : Descriptive text is a text type which is used to describe a particular person, place, or thing.

Social Function	The generic Structures	Language Features
Descriptive text is a text type which is used to describe a particular person, place, or thing. To promote or to introduce a place, to recognize, and to inform about the place.	1. Identification Descriptive text usually begins with the title of the text. It helps reader to draw what they will get from the text. For example the title of procedure text is such as “My Mother My Everything”, “My Rabbit Ivana”. 2. Description	1. Focus on specific participants . 2. Use of Simple Present Tense. 3. Verbs of being and having. 4. Use of descriptive adjectives. 5. Use of detailed

	Description is a series of paragraphs follow the opening to describe the parts or the features or the specific characteristics of the subject.	Noun Phrase to give information about the subject. 6. Use of action verbs 'Material Processes' 7. Use of adverbials to give additional information about behavior. 8. Use of Figurative language.
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Example:

My Mother

Schematic Structure	
Identification	My mother is a person I admire best.
Description	Sh She took care of me when I was child. She is kind and gentle. She has a small business. Everyday she always works hard that help my family earn some money to support my life. She is fifty years old, but she looks young and healty. In the morning, she gets up early and prepares breakfast for people in family. She cooks well and her food is very delicious, especially the braised fish, it's the best food. Besides, she sometimes helps poor people when they have difficulties. I love my mother so much. In the future I want to become a kind and gentle person like my mother.

E. Remedial

MICHAEL JORDAN



If you are a sports fan, you are sure to know the name Michael Jordan. He is probably the greatest basketball player the world has ever seen. Although his career as a player is over, his fame will live on for many years to come.

Michael Jordan certainly looks like a star. He is tall, well-built and handsome, with friendly brown eyes and a wide grin. He always manages to look well-dressed, even in his casual clothes or smart suits.

His personality, too, is as outstanding as his playing ability. Michael is a very determined person. This has made him a successful basketball star. He has given lots of money and support to charities.

All in all, Michael Jordan is not only a great athlete, but also a warm, caring person. Is it no wonder that so many boys have dreamed of growing up to be just like him?

Answer this question based on text above !

1. The best title for the text is...

- A. a warm, caring person.
- B. Michael Jordan.
- C. a sports fan.
- D. a famous star.

2. Why is he famous?

- A. He is handsome.

- B. He gives charity.
- C. Sports fans know him.
- D. The author admires him.
- 3. What is the main idea of the third paragraph?
 - A. Michael Jordan is handsome.
 - B. Everyone dreams to be Michael Jordan.
 - C. His playing ability is great.
 - D. Michael Jordan has great personality.
- 4. The word *outstanding* in “His personality, too, is as *outstanding* as his playing ability” means...
 - A. great.
 - B. warm.
 - C. famous.
 - D. determined.
- 5. The text indicates that the writer is...
 - A. Michael Jordan’s son.
 - B. Michael Jordan’s fan.
 - C. Michael Jordan’s coach.
 - D. Michael Jordan himself.

F. Enrichment

Make a description based on this picture below !



G. Learning Method
Scientific approach

H. Learning Media

1. Media

Moodle E-learning media to teach descriptive text writing for the tenth grade of SMK Nu Ma'arif 01 Semarang.

2. Materials

- a. Laptop
- b. Wifi
- c. LCD & Projector

I. Learning Source

3. Modul pembelajaran Bahasa Inggris mata pelajaran wajib SMA/MA dan SMK/MAK kelas X semester 1.
4. <http://demiurfina.blogspot.co.id/2015/02/exam-preparation-descriptive-text.html>

J. Learning Activities

Phase	Activities	Time Allocation
Pre Activity	1. Orientation - Teacher make sure that the students have already to study. - Students respond greeting from teacher. - Teacher checks students' attendance list. - Students and teacher pray together before teaching and learning process begin. - Students respond teacher's question about the previous material. 2. Motivation	5'

	- Students listen to motivation which is given by teacher to study hard and sincerely. 3. Apperception - Students receive the information about learning that will be conducted (includes learning aims, and main stages of learning).	
Core Activity	1. Observing - Students open moodle by using computers in front of them. - Students login to their account - Students listen to teacher explanation about how to operate moodle. - Students download their material in moodle. - Students observe a picture on their moodle e-learning which relates with the topic will be discussed. 2. Questioning - Teacher guides students to ask questions.	75'

	- Students ask some questions to teacher based on the picture. - Teacher asks other students to answer the questions. - Students answer the question orally and communicatively. 3. Exploring - Each students identify the descriptive text in moodle e-learning and find some information from the text. - Every student should know and understand well about the characteristics about descriptive text they have identified. It is proven with: first, each student has the same note about the characteristics of descriptive text. Then each student should be able to explain what the text about briefly to teacher based on	
--	---	--

	their note. 4. Associating - Every student try make a simple descriptive text based on some information on their moodle e-learning in correct structure. 5. Creating - Students create a simple descriptive text about person based on some information on their moodle e-learning. 6. Communicating - Students share their works in front of the class. - Teacher gives the confirmation to the students' works.	
Post Activity	1. Conclusion - Students and teacher conclude the material correctively. 2. Reflection - Students do reflection about activities have been done 3. Evaluation - Students do the	10'

	test individually.	
--	--------------------	--

K. Assesment

Aspect of Affective

- Students are able to cooperate with their friend in making descriptive text.
- Students are able to be responsible in making descriptive text.

Technique : Observation

1. The Observation Sheet of Cooperation Assesment

N o	Indicators	Never 1	Ever 2	Sometimes 3	Often 4	Always 5
1.	Students do the assignment in group well.					
2.	Students accept some suggestions well from the action that they done.					
3.	Students are not blaming their friend without giving solution.					
4.	Students are ready to					

	help friend in their group conveniently.					
5.	Students are brave to apologize if they do a mistake that can damage their friend and they are ready to forgive if there is someone make mistake to them.					
TOTAL						

$$\text{Final Score} = \frac{\text{Total score}}{25} \times 100$$

2. The observation sheet of responsibility Assessment

No	Indicators	Never	Ever	Sometimes	Often	Always
1.	Students work the assignment which given by the teacher well.					
2.	Students are not blaming					

	their friend in making descriptive text.					
3.	Students are responsible with their work.					
4.	Students are recognizing the fault by themselves in making descriptive text.					
5.	Students apologize for the fault those they done.					
TOTAL						

$$\text{Final Score} = \frac{\text{Total score}}{25} \times 100$$

1. Aspect of Knowledge and Skills

- Students are able to identify the social function of descriptive text.
- Students are able to identify the structure of descriptive text.
- Students are able to identify the language features of descriptive text.
- Students are able to explain the usage of descriptive text in daily activity.
- Students are able to arrange the descriptive text based on correct structure.

Technique : Written Test

No.	Aspects Which are Valuated	Criteria	Score
1.	Suitability of title and content	Excellent : The title is appropriate with the content of the text.	4
		Good : The title is appropriate with the content of the text but not interesting.	3
		Enough : The title is not appropriate with the content of the text but not interesting.	2
		Less : The title is not appropriate with the content of the text and not interesting.	1
2.	The composing of design of the text	Excellent : The composing of the design of the text is complete and systematic. There are identification and description.	4
		Good : The composing of design of the text is complete but not systematic.	3
		Enough : The composing of design of the text is not complete but systematic.	2
		Less : The composing of design of the text is not complete and not systematic.	1

3.	The grammatically of the sentences	Excellent : All of the sentences are correct grammatically.	4
		Good : There are two sentence that not correct grammatically.	3
		Enough : There are four sentences that not correct grammatically.	2
		Less : There are more than four sentences that not correct grammatically.	1
4.	Write of vocabulary and punctuation mark	Excellent : All of the write of vocabulary and punctuation mark are correct.	4
		Good : There are one until ten mistakes of the write of vocabulary and punctuation mark.	3
		Enough : There are eleven until twenty mistakes of the write of vocabulary and punctuation mark.	2
		Less : There are more than twenty mistakes of the write of vocabulary and punctuation mark.	1
5.	The coherency between sentences	Excellent : The cohesiveness of of the sentences in the paragraph are coherence.	4
		Good : There are one until two cohesivenesses of the	3

		sentences in the paragraph are not coherence.	
		Enough : There are three until five cohesivenesses of the sentences in the paragraph are not coherence.	2
		Less : There are more than five cohesiveness of the sentences in the paragraph are not coherence.	1
TOTAL			

$$\text{Final Score} = \frac{\text{Total score}}{20} \times 100$$

Semarang, 21st of August 2018

Approved by:

English Teacher,

Researcher,

Libasut Taqwa, S. Pd

Layla Fatimatutz Zahroh

Appendix 34

Lesson Plan of Experimental Class-2

School : SMK NU Ma'rif 01 Semarang
Subject/Skill : English/ Writing
Academic Year : 2018/2019
Class/Semester : X PS 1 /I
Material : Describing Place
Time Allocation : 1 Meeting (2x45 minutes)- Meeting 2

A. Core Competence

1. Menghargaidan menghayati ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
3. Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Basic Competence and Indicators

Basic Competence	Indicators
3.7 Menganalisis fungsi social, struktur teks dan unsure kebahasaan pada teks deskriptif sederhana tentang	3.7.1 Siswa dapat mengidentifikasi fungsi social, struktur teks, dan unsur kebahasaan pada teks

orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.	deskriptif sederhana tentang orang tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.
4.8 Menangkap makna dalam teks deskriptif lisan dan tulisan sederhana.	4.8.1 Siswa dapat merespon makna dalam teks deskriptif lisan dan tulis sederhana.
4.9 Menyunting teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi social, struktur teks, dan kebahasaan yang benar dan sesuai konteks.	4.9.1 Siswa dapat menyunting teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi social, struktur teks, dan kebahasaan yang benar dan sesuai konteks.
4.10 Menyusun teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.	4.10.1 Siswa dapat menyusun teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks. 4.10.2 Siswa dapat menyusun teks deskriptif dengan memperhatikan unsur-unsur yang terdapat dalam teks deskriptif.

C. Learning Aims:

By the end of the lesson, students will be able to:

3. Identify the tourism place
4. Arrange the tourism place based on correct structures

D. Learning Material: (Second meeting)

4. Regular Material

The Generic Structure:	
3. Identification	Descriptive text usually begins with the title of the text. It helps reader to draw what they will get from the text. For example the title of procedure text is such as “Jakarta”, “National Bridge Natural Monument”
4. Description	Description is a series of paragraphs follow the opening to describe the parts or the features or the specific characteristics of the subject.

Example:

Jakarta

Schematic Structure	
Identification	Jakarta is situated in Northwest Java. Jakarta is the capital city of Indonesia.
Description	As a cosmopolitan city. Jakarta is the leading seaport and the centre of trade and communications. During the time of a Dutch rule. Jakarta was known as Batavia. The Dutch’s influence is reflected in the network of canals that cut through the city. The city’s broad avenues are line with many modern building with cars, and bajays (vespa driven and taxicabs).

2. Remedial

Look at the puzzle below. Find 10 words related to how to describe a tourism place and write in the space provided and then make a word in a sentence.

B	U	D	B	E	A	U	T	I	F	U	L	Y	I
U	H	E	G	A	O	D	L	D	U	K	I	N	G
N	K	S	O	W	M	C	V	P	O	P	T	W	I
I	P	T	O	O	F	A	N	T	A	S	T	I	C
Q	A	I	D	N	L	V	Z	H	G	W	R	E	G
U	N	N	L	D	H	P	Y	H	I	Z	A	L	F
E	O	A	O	E	I	B	T	A	N	X	L	E	D
L	R	T	O	R	U	R	P	P	T	G	U	G	B
D	A	I	K	F	E	I	N	P	E	S	P	A	E
P	M	O	I	U	D	E	B	Y	R	L	O	N	R
Q	A	N	N	L	I	N	T	S	E	B	P	T	U
W	T	R	G	P	W	J	D	F	S	C	V	B	T
H	E	Y	F	A	M	O	U	S	T	N	L	M	A
S	C	E	N	E	R	Y	I	A	Z	X	C	N	N

3. Enrichment

MAKASSAR

Makassar is the provincial capital of South Sulawesi, Indonesia, and the largest city on Sulawesi Island. From 1971 to 1999, the city was named Ujung Pandang, after a pre-colonial fort in the city, and the two names are often used interchangeably. The port city is located at 5°8'S 119°25'E, on the southwest coast of the island of Sulawesi, facing the Makassar strait. Its area is 175.77 km² and has population of around 1.4 million.

Makassar is home to several prominent landmarks including the 16th century Dutch fort Fort Rotterdam, Trans Studio Makassar the third largest indoor theme park in the world and the Karebosi Link the first underground shopping center in Indonesia.

Makassar has several famous traditional foods. The most famous is Coto Makassar. It is a stew made from the

mixture of nuts and spices with beef parts which include beef brain, tongue and intestine. Konro rib dish is also popular traditional food in Makassar. Both Coto Makassar and Konro are usually eaten with Burasa, glutinous rice with coconut milk and sauted coconut granule.

In addition, Makassar is the home of pisang epe, or pressed bananas. These are bananas which are pressed, grilled, and covered with palm sugar sauce and sometimes eaten with Durian. Many street vendors sell pisang epe, especially around the area of Losari beach.

Answer this question based on text above !

1. Where is Makassar located?
2. Based on the text, what is the biggest city on Sulawesi Island?
3. What is the old name of Makassar?
4. According to the text, what is the first underground shopping center in Indonesia?
5. What is the most well-known food in Makassar?

E. Learning Method

Scientific approach

F. Learning Media

3. Media

Moodle E-learning media to teach descriptive text writing for the tenth grade of SMK Nu Ma'arif 01 Semarang.

4. Materials

- d. Laptop
- e. Wifi
- f. LCD & Projector

G. Learning Source

5. Modul pembelajaran Bahasa Inggris mata pelajaran wajib SMA/MA dan SMK/MAK kelas X semester 1.
6. <https://brainly.co.id/tugas/12807258>

H. Learning Activities

Phase	Activities	Time Allocation
Pre Activity	1. Orientation	5'

	- Teacher make sure that the students have already to study. - Students respond greeting from teacher. - Teacher checks students' attendance list. - Students and teacher pray together before teaching and learning process begin. - Students respond teacher's question about the previous material. 2. Motivation - Students listen to motivation which is given by teacher to study hard and sincerely. 3. Apperception - Students receive the information about learning that will be conducted (includes learning aims, and main stages of learning).	
Core Activity	1. Observing - Students open moodle by using computers in front	75'

	of them. - Students login to their account - Students listen to teacher explanation about how to operate moodle. - Students download their material in moodle. - Students observe a picture on their moodle e-learning which relates with the topic will be discussed. 2. Questioning - Teacher guides students to ask questions. - Students ask some questions to teacher based on the picture. - Teacher asks other students to answer the questions. - Students answer the question orally and communicatively. 3. Exploring - Each students identify the descriptive text in moodle e-learning and find some information from the text.	
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	- Every student should know and understand well about the characteristics about descriptive text they have identified. It is proven with: first, each student has the same note about the characteristics of descriptive text. Then each student should be able to explain what the text about briefly to teacher based on their note. 4. Associating - Every student try make a simple descriptive text based on some information on their moodle e-learning in correct structure. 5. Creating - Students create a simple descriptive text about place based on some information on their moodle e-learning. 6. Communicating - Students share their works in front of the class.	
--	--	--

	- Teacher gives the confirmation to the students' works.	
Post Activity	4. Conclusion - Students and teacher conclude the material correctively. 5. Reflection - Students do reflection about activities have been done 6. Evaluation - Students do the test individually.	10'

Technique : Written Test

No.	Aspects Which are Valuated	Criteria	Score
1.	Suitability of title and content	Excellent : The title is appropriate with the content of the text.	4
		Good : The title is appropriate with the content of the text but not interesting.	3
		Enough : The title is not appropriate with the content of the text but not interesting.	2
		Less : The title is not appropriate with the content of the text and	1

		not interesting.	
2.	The composing of design of the text	Excellent : The composing of the design of the text is complete and systematic. There are identification and description.	4
		Good : The composing of design of the text is complete but not systematic.	3
		Enough : The composing of design of the text is not complete but systematic.	2
		Less : The composing of design of the text is not complete and not systematic.	1
3.	The grammatically of the sentences	Excellent : All of the sentences are correct grammatically.	4
		Good : There are two sentence that not correct grammatically.	3
		Enough : There are four sentences that not correct grammatically.	2
		Less : There are more than four sentences that not correct grammatically.	1
4.	Write of vocabulary and punctuation mark	Excellent : All of the write of vocabulary and punctuation mark are correct.	4
		Good : There are one	3

		until ten mistakes of the write of vocabulary and punctuation mark.	
		Enough : There are eleven until twenty mistakes of the write of vocabulary and punctuation mark.	2
		Less : There are more than twenty mistakes of the write of vocabulary and punctuation mark.	1
5.	The coherency between sentences	Excellent : The cohesiveness of of the sentences in the paragraph are coherence.	4
		Good : There are one until two cohesivenesses of the sentences in the paragraph are not coherence.	3
		Enough : There are three until five cohesivenesses of the sentences in the paragraph are not coherence.	2
		Less : There are more than five cohesiveness of the sentences in the paragraph are not coherence.	1
TOTAL			

$$\mathbf{Final\ Score} = \frac{Total\ score}{20} \times 100$$

Semarang, 9th of July 2018

Approved by:

English Teacher,

Researcher,

Libasut Taqwa, S. Pd

Layla Fatimatutz Zahroh

Appendix 35

TOEFL Certificate

 KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI WALISONGO
PUSAT PENGEMBANGAN BAHASA
Jl. Prof. Dr. Hamka KM. 02 Kampus III Ngaliyan Telp./Fax. (024) 7614453 Semarang 50185
email : ppbg@walisongo.ac.id

Certificate

Nomor : B-1678/Uh.10.0/P3/PP.00.9/05/2017

This is to certify that

LAYLA FATIMATUTZ ZAHROH
Student Reg. Number: 1403046008

the TOEFL Preparation Test

conducted by

Language Development Center Of State Islamic University (UIN) "Walisongo"
Semarang

On March 24th, 2017

and achieved the following scores:

Listening Comprehension	Structure and Written Expression	Reading Comprehension	Total
52	52	43	490

Semarang, May 5th, 2017

Director,


Muhammad Saifullah, M.Ag.
00321 199603 1 003

Certificate Number : 120170859

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Appendix 36

IMKA Certificate


KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI WALISONGO
PUSAT PENGEMBANGAN BAHASA
Jl. Prof. Dr. Hamka KM. 02 Kampus III Ngaliyan Telp./Fax. (024) 7614453 Semarang 50185
email: ppb@walisongo.ac.id

شهادة
B-4719/Un.10.0/P3/PP.00.9/12/2017

يشهد مركز تنمية اللغة جامعة والي سونجو الإسلامية الحكومية بأن

LAYLA FATIMATUTZ ZAHROH : الطالبة

Pati, 21 Mei 1996 : تاريخ و محل الميلاد

1403046008 : رقم القيد

قد نجحت في اختبار معيار الكفاءة في اللغة العربية (IMKA) بتاريخ ٧ ديسمبر ٢٠١٧

بتقدير: مقبول (٣٠٠)

وحررت لها الشهادة بناء على طلبها.

١٩ ديسمبر ٢٠١٧

مدير،


أ.م.م. محمد سيف الله الحاج

رقم التوظيف : ١٩٧٠٠٣٢١١٩٩٦٠٣١٠٠٣

ممتاز : ٤٥٠ - ٥٠٠
جيد جدا : ٤٠٠ - ٤٤٩
جيد : ٣٥٠ - ٣٩٩
مقبول : ٣٠٠ - ٣٤٩
راسب : ٢٩٩ وأدناها

رقم الشهادة : 220172216



Appendix 37

Documentation of Research

Preliminary Field Testing



Giving conventional Method in Control Class



The Implementation of Moodle Developed in Experimental Class



Appendix 38
Curriculum Vitae

BIODATA DIRI

Name : Layla Fatimatutz Zahroh
Born : Pati, 21th of May1996
Students' Number : 1403046008
Major : Pendidikan Bahasa Inggris
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Address : Ds. Alasdowo, Kec. Dukuhseti, Kab. Pati
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E-mail/No.Hp : Layla.fatimah@gmail.com
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Education :
1. TK/RA : RA Muslimat
2. SD/MI : MI Tarbiyatul Banin Banat
3. SMP/MTs : MTS Tarbiyatul Banin Banat
4. SMA/MA : MA Tarbiyatul Banin Banat

Semarang, December 2018
The Researcher,

Layla Fatimatutz Zahroh
NIM:1403046008

